



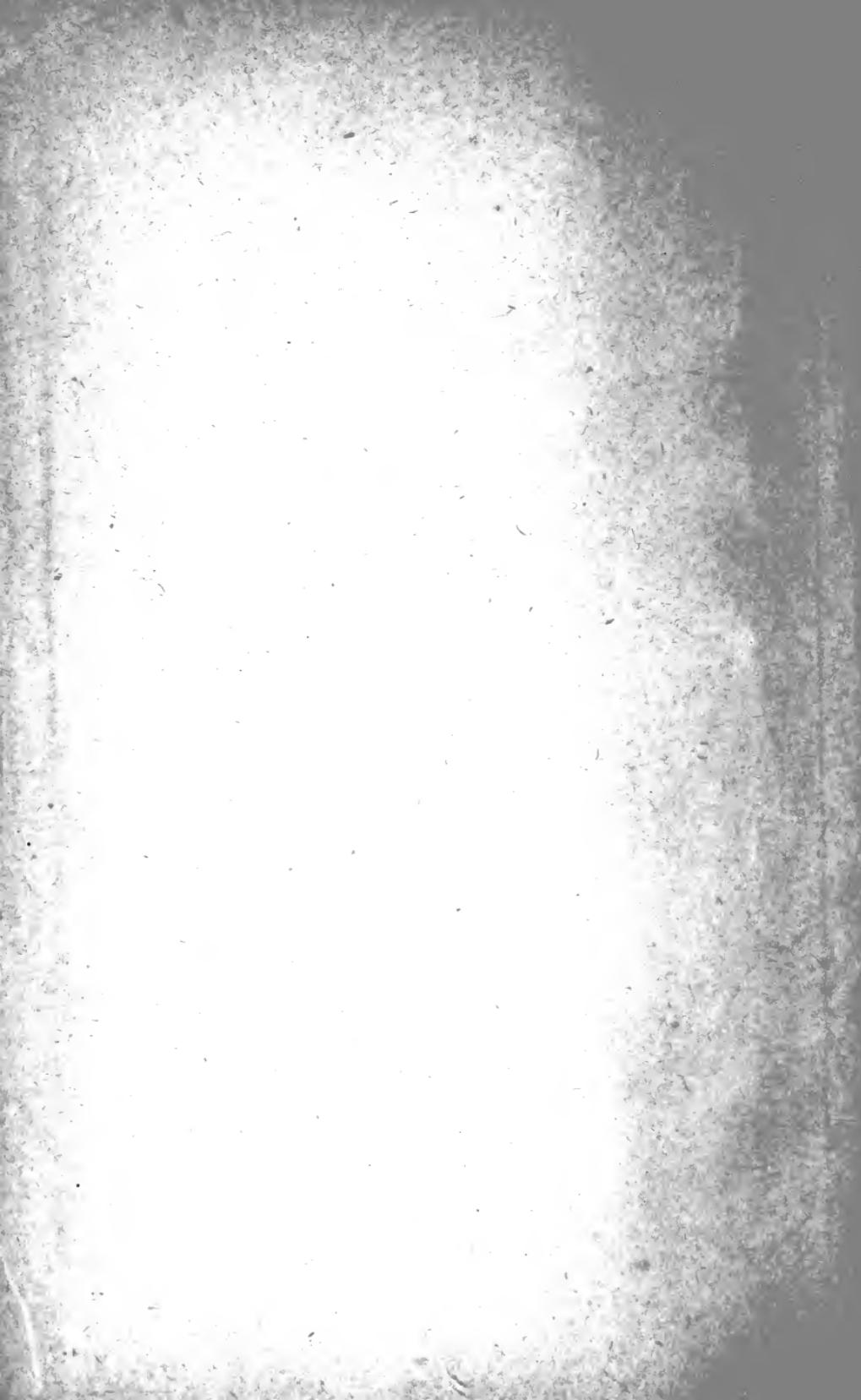
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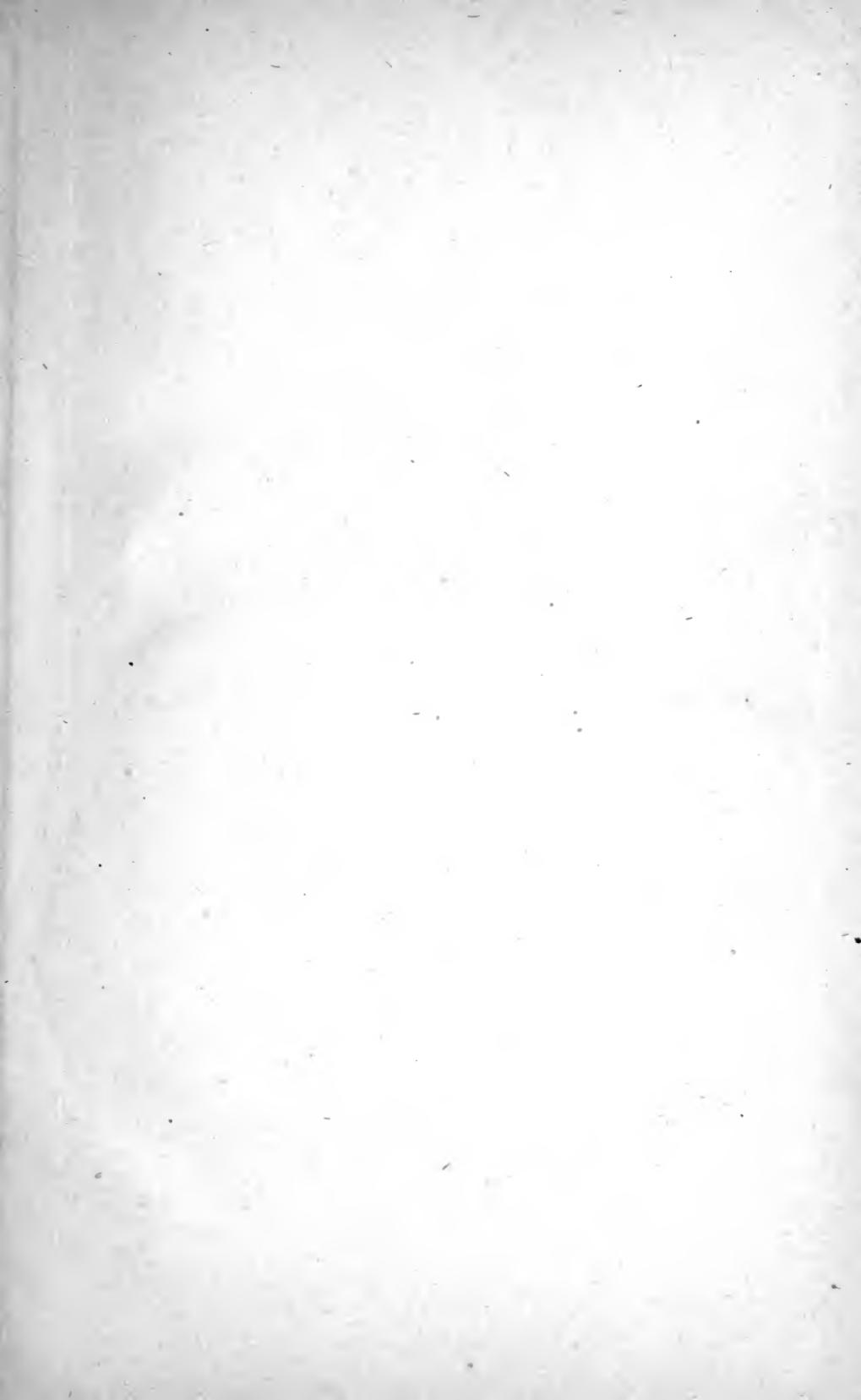
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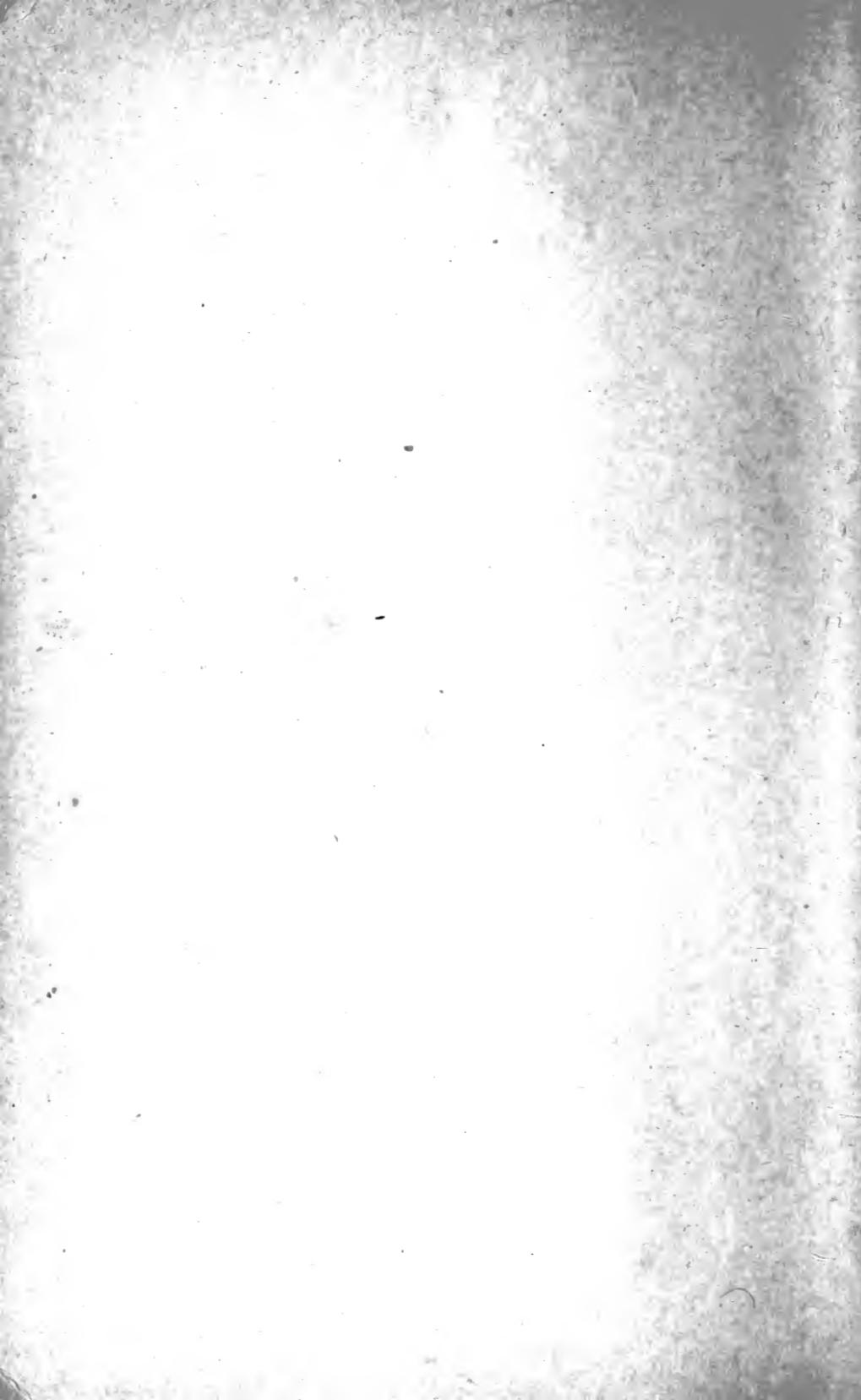


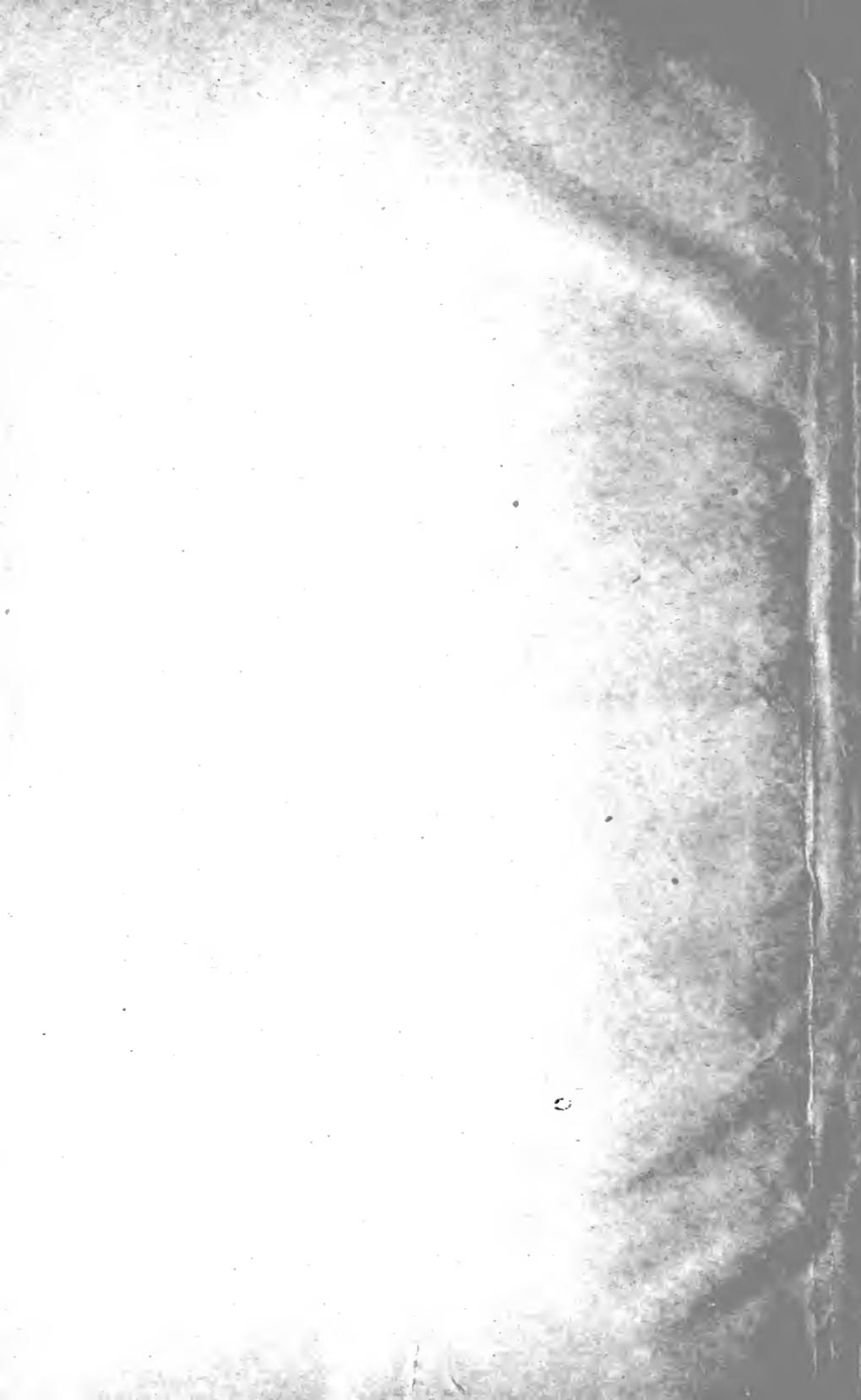


STANDARD TEST ENGLISH

SHERWIN CODY







STANDARD TEST ENGLISH

SHERWIN CODY

Director School of English, Author of "The Art of Writing and Speaking the English Language," "100% Self-Correcting Course in English," "How to Deal with Human Nature in Business," "Commercial Tests and How to Use Them," etc.

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PREFACE

This book is the latest development of a life effort to apply the principles of scientific method to the study of language and literature. Current teaching of English has been open to two serious objections—the work was so indefinite it has never been possible to know where the student really stood or to measure his progress toward practical efficiency in the business world with any exactness; and consequently the study has been very distasteful to those who were required to take it. Standardized tests make the work definite, and as soon as each student knows where he stands and what he needs to do, he sets out to reach the goal with enthusiasm and determination.

The opening tests in grammar and punctuation are scientific measures of practical ability in applying principles in everyday practice. The student can see for himself just how he measures up, and doesn't feel that after all the result is only the opinion of some teacher. Parallel tests, worked out for the use of the largest single private employer of stenographers in the world, are available through the Business Standards Association to measure improvement from month to month.

The exercises in punctuation and the test exercises in grammar are intended to give practice on each principle, one at a time, to fit for the tests. The most frequently used points are covered first, and the aim is to produce correct habits. It is not worth nearly as much to know what is right and what is wrong as to have the habit of doing the thing right, and for the first time a sufficient number of habit-forming exercises on the commonest points of grammar and punctuation are provided.

These exercises are supplied in pad form as well as in the book, so that no time need be wasted in mechanical copying. *Before* study each student can quickly ascertain just what he is weak on so he can concentrate on these points. *After* study he should mark the same exercise in another pad, to see if he has really mastered the points he missed the first time. When he has finished these exercises he should be able to pass any standard measurement test at the 100 per cent point, since he will have formed correct habits of dealing with all principles and cases that might be found in any such test.

There is another form of exercise in Part II on Correct Grammatical Usage, namely the composition of original sentences in which the principle is correctly applied. These little sentence compositions are the finest possible preparation for actual use of what has been learned in constructive writing and talking.

For practical everyday purposes, the unit of composition is the business letter, which is simply a short talk on paper. To write a good letter you need to be able to talk it first, and talk it just as you would face to face with the person to whom you write. To see that person sitting by your desk is an exercise of the imagination which is essential to the writing of natural, easy letters. This is the object of Part III of this book. Facsimile letters in the best style are provided to be answered, and the text gives five or six letters illustrating what the answer ought to be. Questions cover the points of correctness and style brought out in the notes, and a running review of punctuation and grammar is provided to keep fresh in the mind the points already studied.

A teacher's manual may be obtained from the publishers by actual teachers. No teacher should attempt to handle this method without the manual.

NATIONAL ABILITY TESTS IN ENGLISH

The following tests were first worked out to measure the ability in English of employes in such business houses as the National Cash Register Co., Burroughs Adding Machine Co., Swift & Co., The Underwood Typewriter Co., National Cloak & Suit Co., Filene's (Boston), etc., where they were given experimentally through the courtesy of the employment managers.

Then they were given to some thousands of young people in schools, especially to grammar school and high school graduates, including the 700 seventh, eighth, and ninth grade pupils in Gary and 1,500 in Racine, by courtesy of the superintendents in those cities. They were also given to some 10,000 eighth grade graduates in New York City.

The first thing a student needs to know is on what level he stands. Of course the test gives a fair measure only in case the key on the back is not looked at before the test is taken, and after the test has once been taken, another measurement requires another test of equal difficulty but fresh material. During this course a fresh test should be given occasionally, and results compared with the first test to see what degree of progress has been made.

Elementary Grammar Test

(Time, 5 mins.)

Correct the following with pencil on this sheet. Divide Par. 1 into sentences, inserting periods and capital letters. Cross out wrong forms if choice of two or more is given; write in the correct form if all are wrong. If both forms are right, leave both.

1. Once upon a time there was a little chimney-sweep his name was Tom that is a short name you have heard it before you will not have much trouble in remembering it.
2. I have (went—gone) to town.
3. He has (wrote—written) a letter to his mother.
4. He has (drunk—drank) all the water.
5. He (did—done) the job yesterday.
6. I am going with you, (ain't—aren't—what?) I?
7. I (saw—have seen) him before I saw you.
8. I (haven't heard—didn't hear) from him yet.
9. He (has spoken—spoke) to me already.
10. He (did—has done) the work yesterday.
11. He (has not spoken—didn't speak) to me so far.
12. It is (me—I).
13. It is (they—them).
14. It is (she—her).
15. Between you and (me—I).
16. (Whom—who) will the paper be read by?

Total Errors

Standards

Average grammar school graduates would make .8 mistakes
Average high school graduates would make 5 mistakes
Experienced employes (stenographers) would

make 3 mistakes

See key on next page.

✓

Key to Grammar Test

1. Once upon a time there was a little chimney-sweep.
His name was Tom. That is a short name. You have heard
it before. You will not have much trouble in remembering
it. (Count one point for each wrong sentence division—four
points only in this paragraph.)

The correct word, which should be left after the wrong
form has been crossed out, is as follows in each sentence:

2. gone
3. written
4. drunk
5. did
6. am I not? (must be written in)
7. saw
8. have n't heard
9. has spoken
10. did
11. has not spoken
12. I
13. they
14. she
15. me
16. whom

(There are twenty points in all in this test).

Elementary Punctuation Test

(Time, 10 mins.)

1. Draw a short line under each letter that should be a capital, marking directly on this sheet:

john askam, esq., was awarded the degree of ll.d. at the last commencement of dartmouth college. He is a professional bacteriologist in the service of the state of massachusetts, i. e., he is employed by the state board of health. In his appointments president wilson favored the east rather than the west. he wrote for the national educator.

2. Insert commas where needed: In the course of time, when you have grown older and wiser, you will find men and women who will appreciate your hard work, you will get your reward and the satisfaction of having done your best will be a compensation in itself.

In the first place, if I know anything about John Higgins, it is morally certain that he was not the thief. However I should not advise you to do it, for I fully believe you will lose money if you do, as the speculation is risky.

Will you kindly let us know by return mail just when you expect to ship our order No. 4568 a No. 46 sideboard, to be sent direct to our customer, James Oakley, Pocahontas, Mont. Our customer wishes to get this sideboard at the earliest possible moment and we have promised to hurry it as much as possible.

Total Errors

Standards

Grammar school graduates would make.....	12 errors
High school graduates would make.....	8 errors
Experienced employees would make.....	8 errors

See key on next page.

3

Key to Punctuation Test

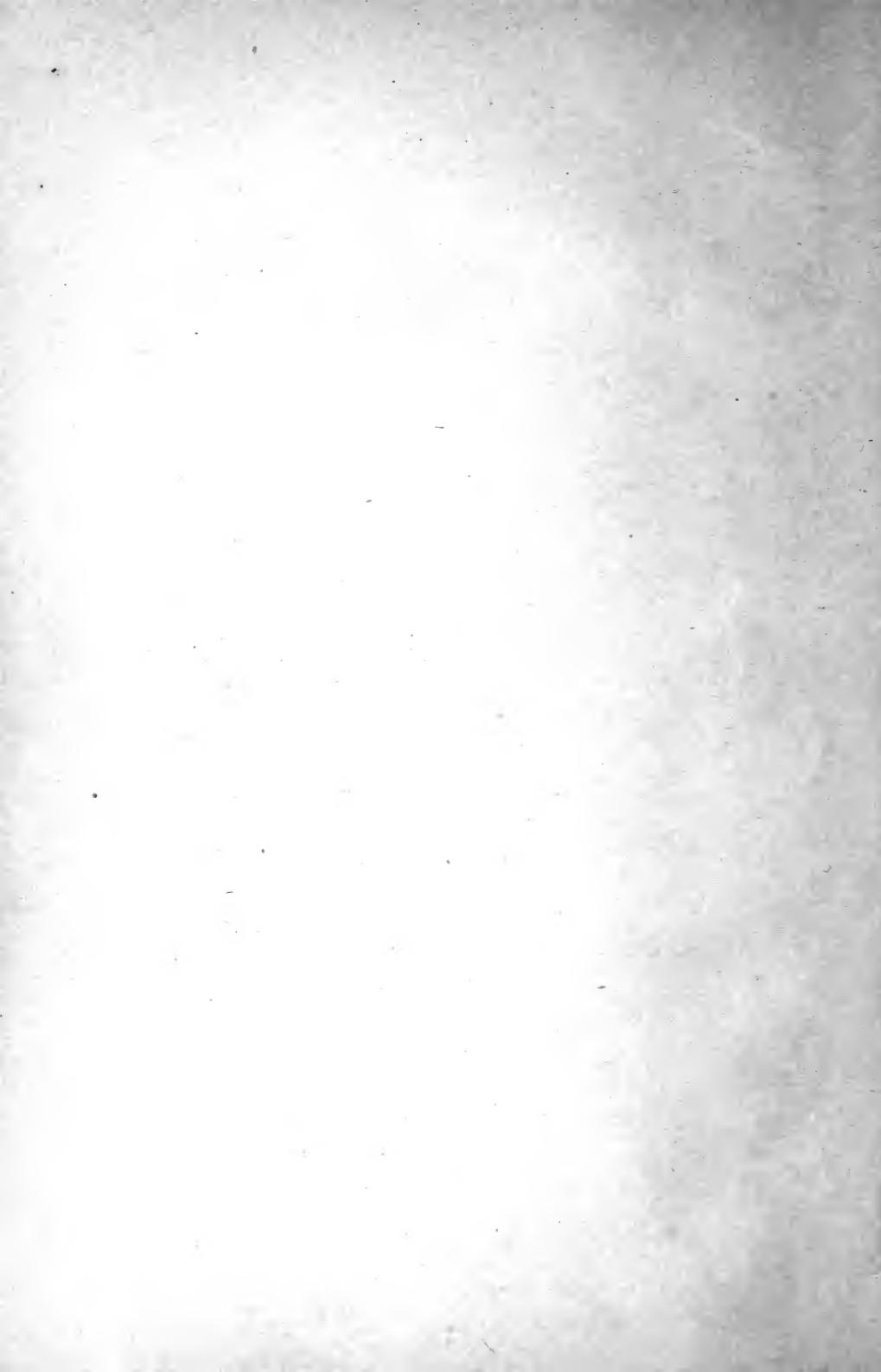
1. The words that should be capitalized are as follows:

John—Askam—Esq.—LL.D. (notice both l's capital; if wrong, count only one error)—Dartmouth—College—State
—Massachusetts—State—Board—Health—President—Wilson—East—West—He—National—Educator.

If any other words have been capitalized, such as "professional bacteriologist," mark each word as an error. There are eighteen words to be capitalized in this part of the test.

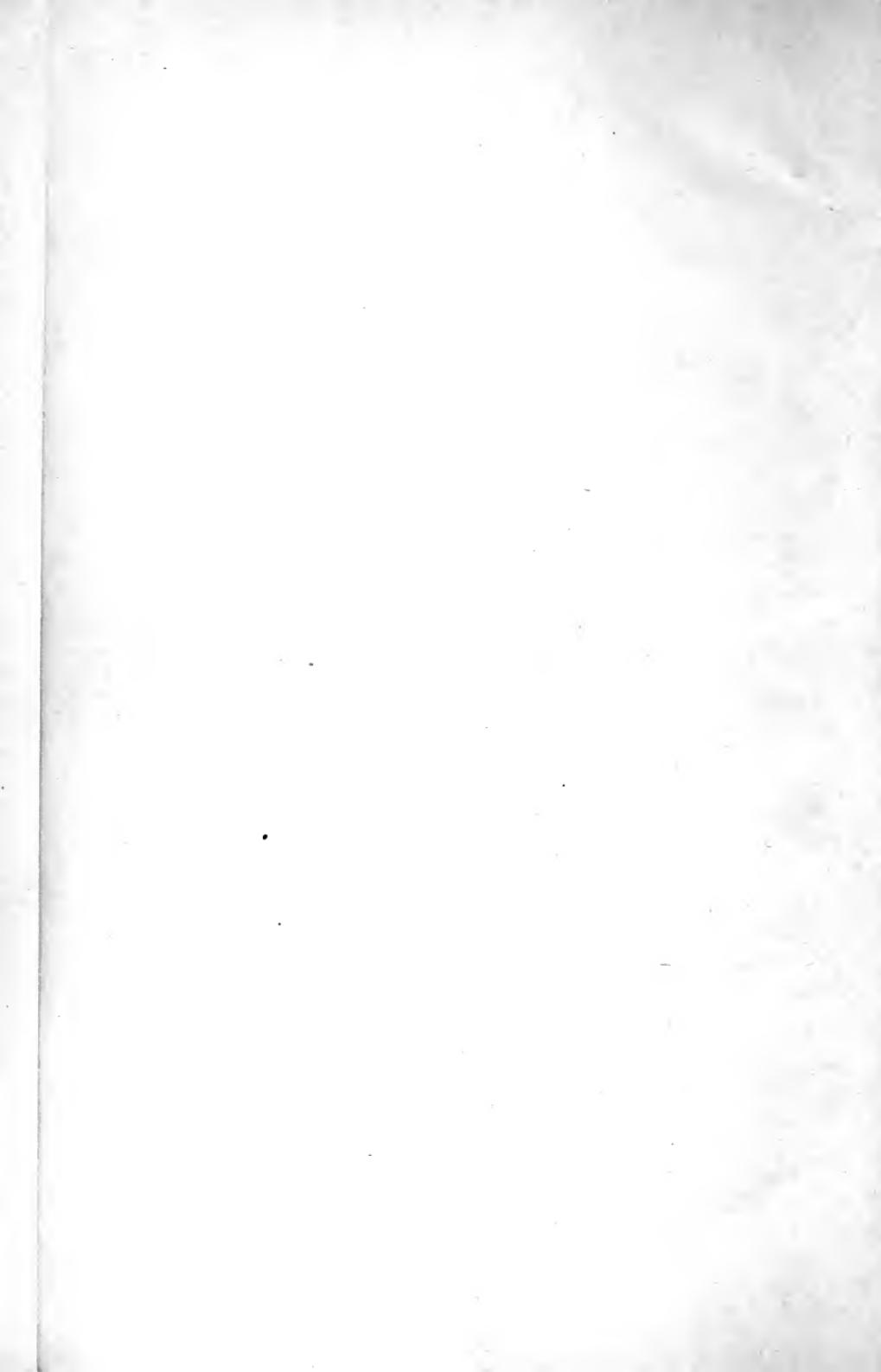
2. Commas should be inserted after the following words: time, wiser, work, reward (comma optional here, right whether inserted or omitted), place, Higgins, However, it, do, No. 4568, Oakley, Pocahontas, moment.

Commas both before and after "by return mail" should not be considered wrong, though a comma only before or only after would be wrong. Commas after "order," "side-board," and "customer" may be considered optional—not wrong if inserted, though it would be better that they should not be inserted. Any additional commas (except those recognized as optional) should be marked as errors. There are twelve points in this part of the test, making a total of thirty.



PART I

FUNDAMENTAL GRAMMAR AND PUNCTUATION



INTRODUCTION

HOW TO PREPARE LESSONS ON FUNDAMENTAL GRAMMAR AND PUNCTUATION

All rules and definitions of grammar are developed in these lessons as needed, on the assumption either that the student has never studied grammar before or has forgotten what he knew. But definitions and rules are given only when they are needed, as for example the distinction between a common noun and a proper noun to know when to capitalize. The first thing a student needs to know is something about sentence structure, and this is best studied in connection with dividing language into those standard word groups, phrases, clauses, and sentences, by means of punctuation marks. For that reason punctuation is taken up before correct grammatical usage, since it gives a practical opportunity to study the fundamental formal grammar of sentence structure.

The author of this book holds that being able to do the thing desired is a much better proof of the knowledge of principles of grammar than ability to state definitions or rules. On that account these have been given very briefly, rather for the reference of the teacher than for the study of the student, who ought rather to study the many illustrations and examples so as to *see* how the principle works and come to understand it that way.

For the best results the author recommends the following method of preparing exercises:

1. The student should mark a page of exercises on a sheet taken from a pad in the class, papers should be exchanged, and as the teacher gives the key all errors should be marked. Papers should then be returned to the students, who should

draw a short line in their bound textbooks under any point where an error appears, and also make a small checkmark in the first blank checking column. This becomes the assignment for special study. If there is not time for checking papers in the class, the teacher may check errors and return papers to students in time for noting errors and preparing the next lesson. In all cases the exercise papers should be returned to the teacher, who will keep them for future reference.

2. After study the student should be given a second exercise sheet from a pad, which he should mark in the class, and which should be corrected in the class with the teacher. In this case it is best that students correct their own work, and a recitation upon the exercise should be conducted for the purpose of discussing all points in regard to it. Exercises in punctuation should be read aloud, so as to lay emphasis on bringing out the meaning by proper word-grouping as shown by the voice in reading as well as by following the rules of punctuation. It should be borne in mind that rules are only rough helps to intelligent word-grouping and an instinct for expressing the meaning is far better than memorizing or mechanically applying rules, all of which have their exceptions. Errors made on the second marking of the paper should be checked in the second blank column both on the pad sheet and in the permanent textbook. These errors will call for the most intense future study.

3. Occasional tests parallel to the National Ability Tests with which the course starts are very desirable to measure the practical progress made by the student.

CHAPTER I

Capitalization

1. **Nouns.** The names of things are called *nouns*. The name of a single person or place, or such a thing as a special newspaper or magazine, is called a *proper noun*, but the general name of many things of the same kind is called a *common noun*.

For example, your name is what? Is it John Walter Jones, or Helen Jerome Evans? These are names of single persons. But all young persons of the male sex are called *boys*, and young persons of the female sex are called *girls*. *Boys* and *girls* are common nouns, but the special names are proper nouns.

Proper nouns and words derived from them are capitalized.

NAMES OF SINGLE PLACES

America
Germany
Britain
Philadelphia
France

WORDS DERIVED FROM THEM

American, Americanize
German
British
Philadelphian
French

Exercise 1, page 25.

2. Some words are used in two different senses, and so are sometimes capitalized and sometimes written with small letters, according to the meaning.

When you speak of the direction south, east, west, or north, as in the sentence, "The sun rises in the east and sets in the west," no capital letters are required, because there is no name of one person or place; but when you speak of that

part of the United States that is south of Ohio, as *the South*, or the part of the United States that is west of the Mississippi River, as *the West*, or the states along the Atlantic Ocean as *the East*, you make south, west, and east proper nouns and must capitalize them.

When you speak of *Fourteenth Street, New York City*, *fourteenth* and *street* become the name of one special place and must be capitalized. If you speak of *Linden Avenue*, *Avenue* is part of the name and must be capitalized as much as *Linden*. *The Congress of the United States* is the official name of the body of persons who make the laws for the United States, and of course if we say just *Congress* for short, we capitalize the word just the same. But if we say "A congress of religions will be held in San Francisco," the word *a* before *congress* shows this is just a common noun, and so should not be capitalized. So if we speak of the *Chicago Association of Commerce* we must use capitals, but *an association of commercial men* would not be capitalized. What word shows it is a common noun? Notice that *Street*, *Avenue*, and *River* are part of the names *Tenth Street*, *Oak Avenue*, and *Hudson River*, and must be capitalized. We capitalize all official titles, as *John Brown, Esquire; Henry Simpson, President*; and titles of books and articles.

Exercise 2, page 25.

3. *I*, meaning the person speaking, is always written as a capital, and so is the exclamation *O*, but *oh* is not, except at the beginning of a sentence. The names of the days of the week (*Monday, Tuesday, Wednesday*) and the months of the year (*January, February, March*), are capitalized, but *spring, summer, autumn, and winter* are not capitalized.

Not only do we begin every complete sentence with a capital letter, but also every formal quotation (which is one

sentence introduced into another sentence), and every line of poetry.

Formerly all words referring to God or Jesus Christ were capitalized, as "The Lord is my shepherd, I shall not want; He leadeth me in green pastures and beside the still waters. I submit myself to His will." The modern tendency to reduce the use of capital letters has caused many publications to cease to capitalize *he*, *his*, and *him* referring to deity.

It is assumed that these uses of capital letters have been sufficiently learned in the elementary grades, but if they have not, the best method of learning them is to copy from reading books, first out of the book and then the same passage from dictation.

4. *Special—Advanced.** Certain common abbreviations are capitalized, such as—*No.* for *number* (No. 916), *C. O. D.* (meaning *Collect on delivery*), *MS.* (meaning *manuscript*), *Dr.* (meaning *debtor*) and *Cr.* (meaning *creditor*), *A.B.* (the degree *Bachelor of Arts*), *A.M.* (the degree *Master of Arts*), *Ph. D.* (the degree *Doctor of Philosophy*), *D.D.* (the degree *Doctor of Divinity*), *M.C.* (meaning *Member of Congress*), *Esq.* (for *Esquire*), *St.* (for *Street*), *Ave.* (for *Avenue*), *Co.* (for *Company* in the firm names such as "Marshall Brown & Co.", where the short form of *and* is also required), etc.

But other abbreviations common in business are not capitalized, as *pr.* (for *pair*), *doz.* (for *dozen*), *do.* (for *ditto* or *the same*), *etc.* (for *et cetera*, the Latin of *and others*), *inst.* (for *instant* meaning *this month* in the expression *on the 3rd inst.*), *i.e.* (for the Latin *id est* or *that is*), and *e.g.* (for the Latin *exempli gratia* meaning *for example*).

In a bill of goods, either an invoice or an order, the chief

*The word "advanced" is used to designate such subjects, in a short course, as may be omitted the first time over, if time is pressing.

words are usually capitalized, though other words are not capitalized, as in—

3 doz. Ladies' Flannel Jackets, No. 913

1 pr. Buckskin Breeches, No. 14

4 bbls. Pillsbury's Best Flour, extra fine

Exercise 3, page 26.

CHAPTER II

Punctuation of Sentences

5. Verbs. Words that assert, command, or question are called *verbs*. These may be simple words such as *is*, *are*, *does*, *walked*, *wrote*, or two or more words used together as a *verb phrase*, such as *will be*, *has been*, *can see*, *must have gone*, *will have been talked* (about).

6. Subjects and Predicates. When a verb asserts something about somebody or something, it is called the *predicate* of a sentence, and the noun or other *substantive* about which the assertion is made is called the *subject* of the sentence.

John runs (a complete sentence, "John" the subject and "runs" the predicate).

That little boy named John runs rapidly toward his father (a complete sentence with *modifiers*: "boy," the *simple subject*; "that little boy named John," the *complete subject*; "runs," the *simple predicate*; "runs rapidly toward his father," the *complete predicate*).

"Do this work" is a command; the verb is *imperative*, and the subject *you* is always implied—"You do this."

Pronouns are small words that stand for names, and are used to avoid repeating the name too many times. They include the following: *I*, *we*, *you*, *he*, *she*, *it*, *they*, *who*, *which*, *that*, *those*, *these*—which may be the subject of a sentence as well as a noun.

7. The Sentence the Basis of Punctuation. Punctuation is a modern device for arranging words in groups so that we may catch their relationships more rapidly as we read

than if they were not so divided. The ancients did not use punctuation.

The most important word-group is the sentence. We have been taught that a sentence is a group of words that expresses a single idea; but ideas run into each other so closely that many people have difficulty in deciding where one sentence ends and another begins. A sentence is really a matter of grammar. It is a group of words which has one main subject and one main predicate, constituting what is called the *main clause*, together with other possible subjects and predicates, constituting *coordinate* or *subordinate clauses*, which must be connected to the main clause by conjunctions (expressed or implied).

Simple sentences (simple subjects in italics, predicates in small capitals) : The *lighthouse* is a tall building. *It* HAS a light at the top. *This* WARNS the vessels. There is a *lighthouse* at every dangerous place on the coast.

Compound sentences (two or more equal clauses) : There ARE twenty-four *hours* in a day, and every *day* IS DIVIDED into two parts called day and night. *Day* is light, and *night* is dark. *Men* WORK in the day, but *they* SLEEP in the night.

Complex sentences (with subordinate clauses) : You ASK me what *I* AM DOING. *I* REPLY that *I* AM DRIVING a milk-wagon. As long as *I* REMAIN here, *I* SHALL KEEP this job, although *I* do not LIKE it.

See that every ordinary sentence begins with a capital letter and ends with a period if it asserts, a question mark if it asks a question, or an exclamation point if it is exclamatory.

Exercise 4, page 27.

CHAPTER III

The Use of the Comma

8. We use commas to group words inside a sentence, so we can see at a glance those which are closely related, and separate them from those with which they are less closely related.

9. **Compound Sentences.** *We separate the two clauses of a compound sentence by placing a comma between them, before the conjunction. And, or, nor, but, are called coordinate conjunctions, because they connect equal clauses, words, and phrases, and one of these will usually be found between the clauses of a compound sentence.*

Examples: Your remittance was duly received, and we have entered your order for the table. We are sorry indeed for the delay in our factory, but we can promise no more than to make shipment next week. We will refund your money, or you can place an order for another style. We greatly regret your inconvenience, we had hoped to ship this week, but under the circumstances nothing else is possible.

Exercise 5, page 28.

10. *If the subject of the second part of the sentence is not expressed, we have a compound predicate only, and no comma should be placed before the conjunction, except but. But nearly always has a comma or semicolon before it. So has for.*

Examples: Your remittance was duly received and placed to your credit. We are planning to make shipment tomorrow and send bill of lading the next day. We greatly regret

your inconvenience, but will gladly refund your money if you wish.

Exercise 6, page 29.

11. Subordinate Clauses. Compound sentences are made up of two or more equal clauses connected by coordinate or equal conjunctions (*and, or, but*), but a complex sentence is made up of two clauses of which one is subordinate to the other or dependent on it. These subordinate clauses are always introduced by a *subordinate conjunction*.

The commonest subordinate conjunctions are—*when, where, while, if, unless, whether, before, after, until, since, because, that, how, why, as, though*.

Who, which, what, and that are subordinate conjunctions, and at the same time they take the place of nouns as the subjects of sentences, etc. They are called *relative pronouns*.

That is sometimes a relative pronoun and sometimes a plain subordinate conjunction.

Usually subordinate clauses are set off from the main clause by a comma.

Examples: When you get to my office, please wait till I come.

Before you go, be sure to give me your address.

We are attracted by the plan, because it seems likely to benefit us both.

When you have further purchases to make, we shall be pleased to have you send us your order.

We inclose freight receipt, on which the agent at Vandalia has made a statement.

If he gets here before I do, I wish you would ask him to wait for me.

Unless I hear from you to the contrary, I shall order the goods for you next Monday morning.

Exercise 7, page 30.

12. If subordinate clauses are very short and closely connected in meaning with the main clause, they are not set off by commas. If a subordinate clause of whatever description is so necessary to the meaning that it cannot be omitted and still leave complete sense, it is said to be restrictive and is not set off by a comma.

The commonest clauses not set off by commas are those beginning with *that*, as in "I told him that he would fail."

If you say "*The man whom I saw was dressed in khaki*" the word *the* indicates a man who must be explained by the subordinate clause "*whom I saw*" in order to make sense. But if I say "*A man on the street, who looked like John, called after me*," the subordinate clause "*who looked like John*" is merely additional explanation and could be dropped out without spoiling the sense of what remains. "*The man was dressed in khaki*" would mean nothing, but "*A man on the street called after me*" would make good sense.

Examples of short clauses: When I see him I shall tell him what you say. (Point out the two subordinate clauses in that sentence.) I want to see you before you have dinner. We can postpone discussion until we meet again. Unless you insist I will refuse to give him the book.

Exercise 8, page 31.

Note. When we wish to emphasize the separation between clauses, we place a comma between them; when we wish to show their close connection, we omit the comma. Thus shades of meaning are shown by punctuation, and often the same words may be given a different meaning by different punctuation. Such words as *also*, *so*, *therefore*, *otherwise*, *following*, *and*, *or* or increase the emphasis and the need of a comma or even of a semicolon before the conjunction.

Exercise 9, page 32.

13. **Participial Phrases.** A *participle* is a form of the

verb which may also modify a noun or pronoun, and so is not a complete verb in itself. There are two participles, the *present participle* ending always in *ing*, as—*doing, walking, seeing, thinking, looking, laughing*; and the *past participle*, usually ending in *ed*, as—*considered, supposed, liked*—though a few are irregular, as—*written, done, hit, born, bent, built, bought, hurt*.

A *participial phrase* is a group of words consisting of a present or past participle with its modifiers (which are the same as those of the regular verb). It is almost equivalent to a subordinate clause.

Sentence with Participial Phrase: Sitting by her side during the illness, I was able to appreciate her character.

Same Sentence with Subordinate Clause: As I sat by her side during the illness, I was able to appreciate her character.

Write subordinate clauses corresponding to the participial phrases in the following sentences :

Henry Jones, seriously hurt in the wreck, died before noon.

Thinking the work finished, I went home early.

The house was beautiful, although built on the open prairie.

Having done what he could to help me out, he hurried to keep his own appointment.

Seen from a distance, the tower showed remarkable lines of beauty.

Mrs. Durand, married while still very young, was left a widow at twenty-four.

I know a boy named Henry.

I saw him going past the window.

At John's house I met Henry Dixon, just come home from college.

Participial phrases are punctuated like the corresponding

subordinate clauses, that is, if they can be dropped out without spoiling the meaning of the rest of the sentence they are usually set off by a comma or commas, but if they are very short, or necessary to the meaning of the rest of the sentence so that they cannot be omitted and still leave good sense, they are not set off by commas.

Exercise 10, page 33.

14. A Preposition is a word that connects a noun to some other word, and a preposition with its noun (or pronoun) is called a *prepositional phrase*. Some of the common prepositions are—*for, with, by, in, on, over, under, through, like, from, of, to, before, beyond, without, against, between*.

Examples of Prepositional Phrases: We went *through the wood, under the bridge, and over the hill*, until we came to *the road that runs by the old farm*.

15. *Words and phrases thrown in for additional explanation are set off by commas.* Prepositional phrases out of their natural order, nouns thrown in to explain other nouns or pronouns (said to be *in apposition*), independent words like *however, too, therefore*, including names of persons addressed, and other explanatory groups of words come under this rule.

Examples: General Joffre, *head of the French Army*, is a remarkable man. General Mackensen, *with a full supply of ammunition at last*, attacked the Russians all along the line.

Tell me, *John*, what the man said. *However*, I did not care very much. I should like to go, *too*.

With men like that at the head of the army, I would undertake any commission. (The natural place for the phrase is in the predicate, and there it would not be set off by a comma.)

Exercise 11, page 34.

16. *Words or groups of words in a series are separated by commas.* When several words, phrases, or sentences, all stand in the same relation and so form a series, they are separated by commas unless all are connected by conjunctions.

Examples: There is a fine, noble man. It was a hot, sultry, and depressing day. (Notice the comma before *and* in this case. If commas are used at all, the best usage requires a comma also before the conjunction.) The struggle was long and hard. (No comma is required, because the conjunction is sufficient.) It was raining hard, I was carrying an umbrella, and Jennie had the baby in her arms. (This is a series of sentences.) With a hoe in his hand, a bundle over his shoulder, and a smile of freedom on his face, he set out to seek his fortune.

Exercise 12, page 35.

17. *Special Uses of the Comma.* A comma is put in the place of omitted words, as in "John is tall; his brother, very short." The same principle applies to dates and addresses, the items of which should be separated by commas:

Jan. 10, 1915 (meaning, "in the year 1915").

110 West 10th St., Albany, N. Y. (meaning "in the city of Albany and in the state of New York").

Formal quotations are introduced either by a comma, a comma and a dash, or a colon, according to the degree of formality.

Examples: He said, "I like the look of that."

The mayor then began his speech, saying,—

"Fellow-citizens, we are face to face with a serious situation."

Then the mayor spoke: "Fellow-citizens, we are face to face with a serious situation."

Exercise 13, page 36.

18. Summary of Rules for Use of the Comma.

Rule 1. Words in a series are separated by commas unless conjunctions are used; but if any commas are used, one should be placed before a final conjunction. Sec. 16.

Rule 2. Subordinate clauses or participial phrases that may be omitted without changing the meaning of what remains should be set off by commas unless very short, but if essential to the meaning they cannot be set off. Secs. 11, 12, and 13.

Rule 3. Words and phrases that are thrown in parenthetically or are used independently or are transposed, should usually be set off by commas. Sec. 15.

Rule 4. Place a comma before *and* or *or* connecting the two parts of a compound sentence (that is, when the subject of the second predicate is expressed), and before *but* introducing an additional predicate, whether the *subject is expressed* or not. Sec. 9 and 10.

Rule 5. The items of an address or date are separated by commas.

Rule 6. A comma may introduce a quotation informally and take the place of a period at the end of a quotation if the sentence goes on.

General Rule for the Comma. In general, never use a comma which does not help to make the meaning clearer.

Present-day writing has far less punctuation than that of fifty years ago, and no rule is so binding that it may not be disregarded if the reader can follow the sense just as well without the comma. Punctuation should always add something to the meaning, and if it does not, it is better omitted.

CHAPTER IV

Other Punctuation Marks

19. Semicolons and Colons. Semicolons are used to separate groups of words which are themselves subdivided by commas (they are a sort of superior comma), and before *but* and similar words to separate the parts of compound sentences.

Colons have but two common uses, namely, after such words as *as follows*, and after the salutation of a letter (*Dear Sir, Dear Madam*, etc.).

Example:

Dear Sir: Please give me your lowest prices on the following goods: 6 doz. bed sheets, 60 by 90 inches, bleached, extra heavy cotton; 5 doz. linen towels, 15 by 30 inches, hemstitched ends, medium grade; 12 washcloths, six inches square, Turkish toweling; 3 doz. bath towels.

Special Exercise. Prepare a letter asking prices on fifteen different items of goods, giving under each item exact details of what you wish.

Exercise 18, page 41.

20. Dashes are used to indicate an abrupt transition, when a sentence is partly broken off and then goes on again, as in "Send me a nice book for a girl—something like Little Women, only new."

Incomplete sentences in a dialogue show by double dashes where a speaker broke off: "You said he——" He stopped short, mouth open.

Special Exercise. Write the following with the necessary dashes:

We handle all kinds of groceries canned goods, bulk goods, green vegetables, and fruits. There are a hundred and thirty-five pupils in the seventh and eighth grades thirty-five in 7A, forty-one in 7B, twenty-four in 8A, and thirty-five in 8B. I want a light challis dress something very summery. "Don't you dare to cross that line" and with that he broke off as suddenly as he had begun. We had a fine garden this year plenty of lettuce, radishes, and sweet corn. She was very gay what you might call foolishly frisky. "If you open your mouth again" But someone clapped a hand over his mouth before he had completed his sentence.

21. **Parentheses** are used to separate words thrown into a sentence for additional explanation when the connection is slight. When the connection is fairly close, such words are set off by commas. When it is less close, dashes may be used, and when the connection is slight, we set the words off by marks of parentheses. Words thrown into a quotation but not quoted are inclosed in square brackets. Square brackets are also used to inclose a parenthesis within a parenthesis.

Example: Notice the hyphens in *cheap-looking* and *good-sized* (adjectives combined with participles).

22. **Exclamation Points.** These are placed at the end of exclamatory sentences, that is, sentences with an exclamatory word in them like *how*, *what*, etc., or sentences made exclamatory by omission of the subject and predicate; and also after interjections that do not form part of an exclamatory sentence with an exclamation point at the end. Only one exclamation point should be used for one exclamation.

Examples: How dark it is! What a beautiful color that dress has! Ah, me! I do not know what to say. Alas, how sad it is to see his fall!

What is our assignment today? A hundred complete machines! Six hundred a week! Thirty thousand a year!

23. Quotation Marks. Words actually quoted from somebody else are to be inclosed in quotation marks. This includes slang words, for when they are placed in quotation marks one says in effect, "I have heard these words used, but I do not venture to take any responsibility for them myself." A word taken out of a sentence, even one of your own sentences, may also be indicated as a word taken from another connection by quotation marks. You may quote from yourself as well as from some one else.

24. Hyphens are an essential part of such compound words as *coarse-grained* and *never-to-be-forgotten*, and they are used at the ends of lines when words are divided. The division can be made only at the end of a syllable. However crowded you may be, it is never allowable to divide *thing* or any other long syllable.

A *syllable* has one vowel sound, and each distinct vowel sound indicates a new syllable. Let us become familiar with some common syllables.

Common Prefixes, or Opening Syllables

ac—accent	ex—extend	sub—sub-freshman
ad—admit	In—install	trans—transpose
ab—abstain	per—permit	fore—forego
con—control	post—postpone	mis—missent
col—collect	pre—precede	un—undo
de—deface	pro—pronoun	with—withstand
dis—disappear	re—return	

Common Suffixes, or Closing Syllables

ing—coming	ible—forcible	ist—specialist
tion—nation	ment—judgment	age—sewage
er—maker	sion—decision	ate—placate
or—error	ance—attendance	less—careless

ant—tenant	ence—dependence	ly—carelessly
ent—confident	ous—hideous	ure—closure
able—comfortable	tial—partial	ness—bareness

Some Long Words of One Syllable

strength	sought	thought
length	knack	knuckle
wretch	judge	
fought	pledge	

None of these syllables can be divided at the ends of lines.

Double consonants are divided at the ends of lines, as *beg-gar*, *col-lect*, *ac-cent*, *ac-com-mo-date*.

Short vowel sounds usually require a consonant at the end of the syllable, but long vowel sounds close the syllable without a consonant. For example, in *ac-com-modate* above, *mo* is long and so, the hyphen is before the *d*, but in *mod-er-ate*, the *o* in *mod* and the *e* in *er* are both short, and the hyphen is placed after the consonant. But there is considerable irregularity.

Observe that compound numbers from twenty to a hundred require a hyphen: twenty-one, forty-five, eighty-nine.

Note to Teacher: Considerable practice on dividing words into syllables (a week's work) is desirable. Dictate the words illustrating the *Rules of Spelling* on page 23 of the "100% Speller" and the *Common Words* that follow, requiring pupils to place hyphens between syllables. When studying the spelling of these words it is better for pupils to write them as they will look in ordinary composition; but the same words can be rewritten with attention focused on the division into syllables.

Exercise 19, page 42.

25. Apostrophes. The apostrophe is used before s to indicate the possessive case of singular nouns, and after the s to

indicate the plural form for the plural possessive. Thus we write *child's*, *a lady's veil*; but *ladies' veils* (never *ladie's*, since *ladie* is not a word by itself). Pronouns do not take apostrophes.

The apostrophe also takes the place of omitted letters in condensed words. *Not* is shortened to *n't* in *didn't*, *isn't*, *doesn't* and in such special contractions as *don't*, *can't*, and *won't*. *It's* is the short form of *it is*, while *its* without an apostrophe is a possessive pronoun.

Special Exercise. Copy the following correctly: He didnt do the work when I told him to, and now he says he wont. Its very important that we get it done right away, but I cant do it myself. Will you bring along the babies wraps—all of them. I have promised the ladies that every babys carriage shall be ready. You must also look after the ladies wraps. If you dont I cant say what will happen, as its so very important. See particularly that Mrs. Smiths baby gets its own carriage. It doesnt do to wait for other people to look after such matters.

Exercise 20, page 43.

EXERCISES IN PUNCTUATION

(Patented Oct. 15, 1918; other patents pending)

Mark the pad only. In the textbook merely check points where errors were found when pad was corrected, as an assignment for study.

Exercises 1 and 2

(See Sec. 1 and Sec. 2)

In the following draw a short line under the first letter of each of the proper nouns and words derived from them that ought to be capitalized:

1 I saw helen on the street this morning. She was just
2 going to washington to see president wilson, who will make a
3 speech on the steps of the white house. The name of her own
4 home is the squirrels. They gave the place that name because
5 there are so many squirrels in the trees. Her father is to
6 be employed by the united states government. He was for-
7 merly a british subject, and now he may be sent to england.
8 If he goes to france he will wish to learn french, and helen
9 will be placed in a french school. She is already a great
10 admirer of lafayette, as she learned what he did for america
11 when she studied the history of the united states.

—20 words to be capitalized.

1 When the south made up its mind to declare its inde-
2 pendence of the north, the southern confederacy was formed.
3 Then the president of the united states called on congress to
4 raise an army to fight for the union. A great army was
5 gathered on the potomac river, and every one expected the
6 soldiers to move southward, but the first southern move-
7 ment was farther west.

8 In washington the secretary of the navy lives at 910
9 fifteenth street, N. W., and the controller of the currency at
10 1427 new york avenue. The president's secretary lives in
11 the suburbs, on a street called southwestern boulevard.

12 The united states government is founded on the consti-
13 tution, under which the president and congress operate,
14 and which is interpreted by the supreme court. Also, every
15 state has its own legislature and its own supreme court.

16 I read an article the other day in the ladies' home
17 journal. It reminded me of another in the new york times,
18 one of the important newspapers in new york city, which
19 had been copied into the racine times-call. It discussed the
20 army of the united kingdom of great britain, and especially
21 the fact that the irish have not been forced to serve in it as
22 have all other people living in the british isles.

—51 words to be capitalized.

Total

Exercise 3

(See Sec. 3)

Draw a short line under the first letter of words that should be capitalized:

1	2
---	---

A1 John Bolton, esq., m.c., was given the honorary degree of
2 ll. d. at the last commencement of yale university. He was
3 at the time chairman of the illinois state board of health,
4 and previously had filled the office of state veterinarian. He
5 was a member of many learned societies, such as the na-
6 tional education association, the american academy of sci-
7 ences, and the american medical association. He had also
8 written for various national magazines such as the american
9 medical journal, the national health review, and the pure
10 food magazine. The president of the united states once
11 offered him the position of head of the bureau of animal
12 industry in the department of agriculture, but congress re-
13 fused to confirm him on account of his strong republican
14 politics, i. e., the senate thought a democratic president should
15 not put an active republican into office even if he was a
16 man of international scientific reputation. He coined the
17 expressions, service to the state is man's best service to
18 himself, and, no politics in the nation's business.

—48 capital letters to be inserted.

B1 J. M. Holton, who was acting as adviser on organization
2 matters for the federal reserve bank of chicago, has now
3 been definitely elected organization counsel, with offices in
4 the equitable building. Henry Holabird, secretary, has been
5 placed in charge of the new building as chairman of the
6 planning committee. He also has control of the bond
7 department.

Esther Maybrick, who was at one time time assistant
9 stenographer to the committee on immigration of the u. s.
10 senate, is now acting as private secretary to our president.

Mrs. Jamieson is buyer in the children's undergarment
12 department of best & co., and is chairman of the employes'
13 benefit association, which was organized by that firm several
14 years ago. She buys knit underwear, hosiery, muslin gar-
15 ments for girls, and underwaists for boys and girls. She
16 would like to get into the girls' dresses department.

—30 capitals to be inserted (3 additional capitals optional.)

Total	
-------	--

Exercise 4
(See Secs. 5, 6, and 7)

Insert capitals, periods, etc. Draw a single line under each simple subject and a double line under each predicate.*

1	2
---	---

A1 A hungry dog once stole a large piece of meat he was
2 very glad indeed to get the meat he had seized it in his
3 teeth then he was running away with it on his way he
4 came to a brook this he started to cross he looked down
5 he saw another dog with another piece of meat in his
6 mouth

7 This piece of meat was just like his own he was a
8 greedy dog he opened his mouth to snap at the other dog's
9 piece of meat his own piece fell into the water it was quickly
10 carried beyond his reach he had snapped at his own reflec-
11 tion in the water he had neither his own piece of meat nor
12 that of the other dog.

13 In this world a good many persons are eager to get the
14 property of other people as a matter of fact they usually
15 lose their own from neglect or quarreling or greed

—17 subjects and predicates.

B1 Mercury is a remarkable metal it is fluid it is heavier
2 than iron or lead we can keep mercury in a bottle mercury
3 is fourteen times heavier than water it is put on the backs
4 of looking-glasses it reflects pictures like polished silver

5 We put mercury in thermometers a thermometer is a
6 scale with a tube of mercury on it heat expands the mer-
7 cury warm air makes the mercury rise cold air makes the
8 mercury go down in the tube some figures are printed on
9 the scale behind the tube these figures tell the degrees of
10 temperature water boils at two hundred and twelve degrees
11 we print this "212° Fahr. (Fahrenheit)"

12 Water is a fluid mercury is also a fluid every other
13 heavy metal is a solid

14 Why is mercury a remarkable metal is mercury a solid
15 metal what will mercury do when spilled how many times
16 heavier than water is mercury have you a thermometer at
17 home can you tell the amount of warmth in the room by
18 the thermometer when does the mercury rise in the tube

—26 subjects and predicates.

Total

* These are simple sentences, just one subject and one predicate to each sentence.

Exercise 5

(See Secs. 8 and 9)

Divide the following into sentences, beginning each with a capital letter and ending it with a period or question mark.

Then insert the necessary commas between the clauses of the compound sentences.

Identify each clause by finding the simple subject (which should have a line drawn under it) and the simple predicate (which should have two lines drawn under it). Place a cross under each conjunction.

1 Gold is called a "precious metal", and so is silver, silver is
2 white and gold is yellow. silver looks like nickel or tin, but
3 it is heavier than aluminum. pure silver is not hard enough
4 for practical purposes and it must be mixed with copper
5 to make it tough. the cases of some watches are made of
6 silver but other watches have cases made of gold.

7 Gold and silver are used to make coins, but gold money
8 is not so common as silver. gold and silver are brought to
9 the government mints in bars and there they are made into
10 money. first the metal is rolled out then it is cut into pieces,
11 and finally it is stamped. many ornaments are made of gold
12 and silver, and we can polish them with chamois. jewelry is
13 made of gold and silver and in these metals the jewels are
14 set

15 Is your watch made of gold, or is it made of silver? is
16 gold the more precious metal, or is silver? why must silver
17 be mixed with copper and how can you polish silver? how
18 many cents are there in a silver dollar and how many dimes
19 is a silver dollar worth? do you like to go to the dentist, and
20 has the dentist ever put gold in your teeth? where is all the
money made and who controls the making?

—33 subjects and predicates.

Total

Exercise 6

(See Sec. 10)

Divide the following into sentences, placing a period or question mark at the end of each and beginning each with a capital letter. Then insert a comma before each coordinate conjunction which connects the two clauses of a compound sentence, but carefully avoid placing a comma before a conjunction which connects the two parts of a compound predicate, that is, when the predicate has no subject expressed. To prove you are right, draw a single line under each simple subject and a double line under each simple predicate. Then place a cross under each conjunction.

1	2

1 Copper is a heavy metal and is reddish in color. it does
2 not rust like iron but will gradually tarnish in the open
3 air. copper is rather soft, and not at all brittle, and so it can
4 be pressed easily into the shape of saucers and kettles, it
5 is used to form various parts of machinery and tools, but
6 is too costly to be used in place of iron or steel. copper
7 makes excellent alloys with many other metals and it forms
8 an important part of bronze and of bell metal. in alloy it is
9 used for small coins like the United States cent, or the
10 English penny, or we may stamp it easily into the form of
11 medals or badges, a tough metal like this can be stamped out
12 very thin, and is used to cover rusting metals like iron

Brass is one of the most useful of modern metals, it is an alloy of copper and zinc, but neither of them is so hard, it does not rust like iron and can be used to line pumps and other articles working in water, it is hard and does not wear out like copper, but like copper, it tarnishes in the open air, as hollow tubing it is much used in making bedsteads, and people like the golden yellow color, a thin coating of lacquer will keep the surface from tarnishing, or for temporary purposes, banana oil may be used, in time the lacquer wears off and then the brass must be repolished and lacquered again, thin plates of brass are often pressed over iron or steel, that metal is stronger and costs much less, the enormous use of copper in making shells for guns has caused the price to rise very high and this has greatly reduced the use of brass for beds and the like—25 subjects and 33 predicates.

Total

Exercise 7

(See Sec. II)

Divide the following into sentences, setting off each subordinate clause by a comma. Find the subordinate conjunctions or relative pronouns and place a double cross under each. Then identify each main and subordinate clause by drawing a single line under each simple subject and a double line under each simple predicate.

1 As soon as I heard of Mary's arrival at the house I tele-
2 phoned her brother Henry to come over we were very much
3 pleased to see her because she had enlisted as a Red Cross
4 nurse and was soon to leave for the front her brother
5 John was already serving as an ambulance driver in France
6 where she intended to join him as member of a new Ameri-
7 can hospital unit he had been given honorable mention
8 by the commanding general who spoke of the Legion of
9 Honor as the natural reward for such daring as his she
10 was crazy to be with him because she is so much interested
11 in the cause and she wanted to "do her bit" and be near
12 him at the same time

13 I have just received a letter from her in which she tells
14 me all about her special training if I were young like her I
15 should be tempted to join her it is a splendid thing to serve
16 one's country especially when it is trying to serve the
17 cause of liberty unselfishly since I knew of her going I
18 have talked with three other girls and they are almost
19 tempted to go with her my friends Henry Mathison and
20 James Gordon who were my classmates in college will sail
21 on the same ship though they are not army men they have
22 been given special commissions in the medical division the
23 American nurses have not yet been given commissions as
24 have the women in France and England engaged in nursing
25 if they had commissions in the United States army they
26 would certainly be treated better by the foreign women
27 nurses and if they should be taken prisoners they would be
28 given the privileges of soldiers however much they wish to
29 serve their country they ought to be given every advantage
30 possible

—32 subjects and 33 predicates

1

2

Total

Exercise 8

(See Sec. 12)

Divide the following into sentences. Place a double cross under each subordinate conjunction and decide whether it should be preceded by a comma. Be prepared to give your reason for inserting or omitting the comma. Also identify each clause, main and subordinate, by placing a single line under the subject and a double line under the predicate. *Then* is not a conjunction, but *when* is.

1 Yesterday we went for a picnic to the woods, which we
2 visited last summer, even before the sun was up, Harold and
3 Ellen were out of bed and getting dressed, as I had packed
4 our lunch basket the night before, we had only to dress and
5 get our breakfast, I told mother that I would not let the boys
6 go in swimming, and Ellen promised to see that the girls
7 did not take off their shoes, mother was afraid that snakes
8 might bite their feet

9 When we reached the station at just a quarter to six,
10 whom should we find waiting on the platform but Mrs.
11 Steele with a party of girls, they said that they would like to
12 join us if we were willing, the oldest girl whom I had known
13 very well in Dixon was named Mary Parmenter, and, of
14 course, we were delighted that we could spend the day to-
15 gether before the train pulled in, little Henry had broken
16 his whip and was crying, but I had time to buy him another.
17 I didn't know whether there would be seats for all of us
18 or not, there were plenty, the train was not as crowded as
19 it usually is, and we were very comfortable.

20 It proved to be a very hot day until the wind shifted to
21 the north, then it turned cool and was delightful until we
22 left for home before lunch was ready, four of us went for a
23 boat-ride, we crossed to the wooded island, where that little
24 brown house stands unoccupied, I was sorry that we did not
25 all go over there for lunch, after we had eaten everything
26 that there was, three of the girls lay down and actually went
27 to sleep, we got home early, before father had come from
28 the city, although we had eaten so heartily, all of us were as
29 hungry as wolves, as soon as dinner was over sleepiness
30 came on our eyes, and all of us were in bed and asleep by
31 nine o'clock—50 subjects and 53 predicates.

1	2
---	---

Total

Exercise 9

(See Sec. 12 and note following)

First divide the following into sentences, and then insert the necessary commas. Give your reason for inserting or omitting commas. Identify each subordinate clause by making a double cross under the subordinate conjunction or relative pronoun which introduces it, and then draw a single line under each simple subject and a double line under each simple predicate.

- 1 Domestic mail matter is divided into four classes, of
2 which the first includes letters and postal cards, the rate
3 which applies to the United States applies also to Mexico and
4 Canada, the first class which includes everything on which mes-
5 sages are written has a rate of two cents an ounce or fraction
6 thereof, drop letters when they are to be delivered at the post
7 office, where they are mailed, take a rate of one cent for each
8 ounce or fraction thereof, this does not apply to offices where
9 there is a carrier service.
- 10 Postal cards, which are furnished by the government
11 cost one cent each or two cents for a double or reply card.
12 Post cards, which are printed privately must bear the words
13 "Post Card" on the address side and come within a specified
14 size, if they comply with these regulations they will be car-
15 ried for one cent each, by stamp affixed
- 16 The second class includes newspapers and periodicals,
17 which bear the statement "Entered as second-class matter
18 at the postoffice at", when they are mailed by the
19 publisher or a news agent, the rate was formerly one cent a
20 pound when they are mailed by the general public the rate is
21 one cent for four ounces.

—24 subjects and 25 predicates.

Total

Exercise 10

(See Sec. 13)

First insert the necessary punctuation marks and capital letters as required by preceding rules. Then draw a single line under each simple subject and a double line under each simple predicate, and circle each participle in a distinct participial phrase. Give the reason for each comma inserted or omitted.

1 Just returned from college, Spencer Smith was the life
2 of the party. we saw him dancing half the evening with
3 Gertrude Barnard but naturally he was glad to see his cousin,
4 having been away from home for nearly a year

5 Trained as an athlete possessing vigorous health, and
6 being clever as well, he cuts an interesting figure in society.
7 every one likes him because he is so well bred and well educated.
8 he has every personal advantage, and it will be very
9 strange if he does not make a great business and social
10 success.

11 Staying at Spencer's house there is a classmate of his
12 who is quite different in appearance and manner, left an
13 orphan by the death of both father and mother when he was
14 quite small, he has been brought up in the family of an
15 uncle who does not particularly care for him, seeing him for
16 the first time, I was struck by his awkward manners, but I
17 learned to like him after I had worn his shyness off, liking
18 to study better than Spencer does, he has gained several
19 honors in his class-work, next year he will pay most of his
20 own expenses having been awarded the position of keeper
21 of the art gallery.

—20 subjects and predicates.

Total

Exercise 11

(See Secs. 14 and 15)

Punctuate fully, giving special attention to setting off by commas the independent, explanatory, or parenthetical words and phrases in the following. Make a list of the participial phrases, and also of the prepositional phrases.

- 1 My father's family was in direct descent from Edward
2 the Confessor the English king my grandmother on my
3 mother's side came to Cleveland Ohio as a girl of twenty
4 just married and made her way to the little country farm
5 beyond where her husband had built a log cabin
- 6 The children were awake now and lay listening in terror
- 7 I had toys too heaps and heaps of them and the other
8 children played with what were left disabled as most of
9 them were
- 10 My aunt climbed to the roof dry as tinder and threw the
11 water over it
- 12 On came the fire like a racing hurricane the strong wind
13 carrying the sparks about sixty miles an hour
- 14 Soon the air was full of dust like fine brown snow
- 15 My parents were too much engaged and left to nature
16 I took things as they came
- 17 That garden was my little farm the first real farm I had
18 ever owned the work of planting and weeding it was real
19 labor without very much entertainment about it it didn't
20 cost much however
- 21 Stewed with a little butter and a mere pinch of cayenne
22 pepper and with dry bread broken into them tomatoes seemed
23 to me the finest thing on earth
- 24 While I was never an expert shorthand writer and never
25 thought very highly of the art still I wouldn't have sacrificed
26 my experience as secretary my personal contact with these
27 men for a great deal
- 28 However I didn't worry finally by good luck a friend told
29 me of a good place to work for my board

1 2

Total

Exercise 12

(See Sec. 16)

Punctuate the following fully, giving special attention to words, phrases, and clauses in series. Make lists of the participial and prepositional phrases.

- 1 I know that in the long summer of my first year the
2 big rustling pine trees the joyous sunshine the music of the
3 winds and the ozone-laden air left their impress on my
4 spirit
- 5 The three things about this country which stand out
6 most vividly are the thunderstorms the prairie fires and the
7 winds
- 8 The fine powder sifted into the house into the food into
9 the beds into all the closets
- 10 It was Lizzie who went to school it was Lizzie who
11 must have the fine dresses and it was Lizzie who had all the
12 company in the parlor
- 13 He had had pneumonia got well and went on fighting
14 I chased that rooster all around the yard over the garden
15 behind the barn across the lawn and by the back door
- 16 I saw figures in the clouds and sometimes I was in the
17 midst of building a splendid series of marble palaces all
18 along the banks of Middle Creek with a big dam that made
19 a wonderful lagoon and a marble wall all around while in
20 the castle were beautiful bedrooms one for Aunty one for
21 Papa one for Mamma one for Grandma and also one for a
22 pretty little girl in short dresses I felt I needed in that castle
23 for my amusement
- 24 I think I liked Orion best of all for he seemed to me the
25 calm warrior for ever unmoved calmly steadily shining in
26 the sky
- 27 Three things my mother successfully implanted in my
28 mind a liking for God a liking for the stars and an aspiring
29 ambition for myself
- 30 What she might have been what she aspired to in her
31 girlhood all the broad life she would like to have entered
32 into that her son should be and have he was but the exten-
33 sion of her life
- 34 As we stood on the front doorstep we looked out over
25 the farmer's joys a big pigpen and cowyard.

1	2
---	---

Total

--	--

Exercise 13

(See Sec. 17)

In the following insert the proper punctuation, including quotation marks:

- 1 Write a letter to John B. Masterton 1423 Laurel Ave
2 Shenandoah Pa telling him to meet me at the Pennsylvania
3 station Thirty-fourth Street New York tell him I said to you
4 when John is ready to pay up we will settle our accounts
5 at once
- 6 My address is 910 Twentieth Street Cleveland Ohio and
7 yours is 910 Tenth Street Cincinnati Ohio
- 8 My teacher said to me if you don't get your lesson I
9 shall keep you after school I replied I shall study as hard as
10 I can and I can do no more if you study said she you will
11 get your lesson I assure you
- 12 General George Williams visited our school yesterday
13 he began his address as follows I have not come here to
14 scold you but rather to rouse your interest to do the national
15 work which is waiting for you and which you alone can do
- 16 His home is on the corner of Sixth Avenue and Four-
17 teenth Street Des Moines Iowa
- 18 When you reach Pasadena California I advise you to
19 stop over for a day say to the station-master my friend
20 Hanford Withers told me to mention his name to you and
21 see what you would say
- 22 His letter was dated Thursday January 10 1917

1	2
Total	

GENERAL EXERCISES—Exercise 14*

(See Sec. 18 for Summary of Rules for use of the Comma)

Punctuate the following fully. Place a figure over each comma to indicate the number of the rule which applies. Draw a single line under each simple subject and two lines under each predicate. Place one cross under each coordinate conjunction in a compound sentence or predicate, and two crosses under each subordinate conjunction. List prepositional phrases.

1	2
---	---

1 We are very sorry to learn that the goods ordered by
2 you were not delivered promptly we have made a diligent
3 search for them but we have failed to find them perhaps they
4 have already come into your hands if you have not re-
5 ceived them please repeat the order and we will fill it again
6 without further delay we sincerely regret the inconvenience
7 you have suffered and hope that refilling the order will
8 meet your needs

9 I have been compelled to purchase a lamp in Brooklyn
10 I must therefore ask you to refund the amount I paid it was
11 \$4.35.

12 We are sorry indeed for the inconvenience caused you
13 by the loss of the lamp we have done everything we can to
14 trace it but have not yet found it we have not found by
15 whose fault it was miscarried we inclose our check for \$4.35
16 this was the amount paid by you we trust this accident will
17 not deter you from giving us your valuable patronage on
18 future occasions on such occasions we shall hope to be more
19 fortunate in serving you will you kindly sign the inclosed
20 receipt and return it to us in the inclosed envelope once
21 more expressing our sincere regret for this unfortunate ex-
22 perience we beg to remain yours very truly

23 I am sorry to hear that the instruction cards have not
24 reached you we are sending you duplicates today however
25 and trust that they will be received promptly we also hope
26 you will find them all you had anticipated please accept my
27 sympathy and regret for the mishap for I very well appre-
28 ciate the annoyance caused you believe me cordially yours

—41 predicates, 34 subjects expressed, 7 implied.

Total

* Note. The words "that" and "which" introducing subordinate sentences are often omitted, but it is quite clear where they belong.

Exercise 15

Punctuate the following fully. Place a figure over each comma to indicate the number of the rule which applies. Draw a single line under each simple subject and two lines under each predicate. Place one cross under each coordinate conjunction in a compound sentence or predicate, and two crosses under each subordinate conjunction. List prepositional phrases.

1 We are very sorry to know of the defect in one of the
2 books and we hasten to forward another copy by mail today
3 please do not trouble to return the imperfect volume but
4 dispose of it as you see fit errors will occur in the bindery
5 and we can only ask the indulgence of our customers we
6 regret the annoyance caused you and trust that you will
7 find the new volume perfect in every way

8 Thank you for the remittance of \$5 and order for a cal-
9 culator there seems to be a misunderstanding on your part
10 however in regard to the machine you wish you ordered the
11 Addington Calculator that costs \$15 as you see in the circu-
12 lar and price-list inclosed we have marked the item in blue
13 possibly you intended to order the Locke Adder the price
14 of that is \$5 we have checked the description in the circular
15 shall we send you the Locke Adder or will you remit the
16 \$10 additional that will cover the Addington Calculator we
17 appreciate your order and trust that the matter may be
18 adjusted satisfactorily we hold the \$5 to your credit

19 In checking over your bill we find that you have charged
20 us \$8.50 too much your bill is based on the estimate which
21 we made in advance but the matter did not hold out as
22 estimated on measuring up the galleys we find but 46,000
23 ems at 40 cents a thousand that would make \$18.40 but your
24 bill calls for \$27 kindly correct the bill and oblige

25 On looking over your bill I see that you have
26 charged me on April 18 with an item amounting to \$3.25
27 and have failed to give credit for the goods returned please
28 look the matter up and send credit memorandum for the
29 amount on receipt of which your bill will be paid

—43 predicates, 33 subjects expressed, 10 implied

Total

Exercise 16

Punctuate the following fully. Place a figure over each comma to indicate the number of the rule which applies. Draw a single line under each simple subject and two lines under each predicate. Place one cross under each coordinate conjunction in a compound sentence or predicate, and two crosses under each subordinate conjunction. List prepositional phrases.

1 I am a graduate of Amherst College and had an especially
2 thorough training in English as private secretary to Hon.
3 John Hartwell I handled large amounts of correspondence
4 to the satisfaction of that gentleman and can refer you to
5 him in 1910 I assumed charge of the advertising of the
6 Globe Department Store at Peoria and continued in that
7 position until about six weeks ago I then sold out my interest
8 and came to Chicago I know very well gentlemen that there
9 is a wide difference between the Globe Department Store at
10 Peoria and Marshall Field's in Chicago but I took that store
11 with business amounting to only \$25,000 a year and built
12 it up till its business last year exceeded \$250,000 the present
13 manager will tell you that my advertising day by day added
14 to the sales till in 1918 they were more than ten times the
15 amount in 1910 I feel I have it in me to go on and make
16 your business grow in the same way and I ask you to give
17 me a chance to prove my worth I have much to learn but I
18 am willing to work fourteen hours a day
19 I wish to apply for the position of correspondent adver-
20 tised in to-day's Tribune I have had considerable experience
21 in my father's office where I have answered many letters on
22 my own responsibility I am a rapid typewriter operator and
23 am accustomed to writing my own letters on the machine
24 lawyers for whom I have done copying say that I am re-
25 markably accurate I have good knowledge of English and
26 express my ideas readily I am very anxious to obtain a posi-
27 tion and work for my advancement I have not had as much
28 experience as I could wish but I feel sure that I can do your
29 work satisfactorily though possibly I shall be a little slow
30 at first you can depend on my doing my work faithfully
31 will you give me a fair trial at any reasonable salary

—39 predicates, 32 subjects expressed, 7 implied.

Total

Exercise 17

Punctuate the following fully. Place a figure over each comma to indicate the number of the rule which applies. Draw a single line under each simple subject and two lines under each predicate. Place one cross under each coordinate conjunction in a compound sentence or predicate, and two crosses under each subordinate conjunction. List prepositional phrases.

1 More than two weeks have passed and yet we have not
2 received your invoice or any intimation that the sideboard
3 has been shipped we confess that we fail wholly to under-
4 stand the meaning of this unexplained and inexcusable delay
5 we have had repeated complaints from our customer and he
6 threatens to cancel his order and demand the return of his
7 money unless the sideboard reaches him within the next
8 week if Mr. Oakley refuses to receive the sideboard when it
9 reaches him we shall hold you accountable and charge you
10 with freight both ways.

11 You have evidently overlooked our account for which in
12 the usual course we should have received check on the 15th
13 if we do not hear from you before we shall draw on you on
14 the 20th and trust that you will honor the draft

15 We were disappointed not to receive check from you on
16 the 20th our outstanding accounts are particularly large at
17 this season and it is absolutely necessary for us to make
18 some collections in order to carry out current expenditures
19 will you not make a special effort to send us some sort of
20 remittance to help us on our pay-roll Saturday we shall
21 consider it a favor on your part if you will give this matter
22 attention

23 Mr Simpson wishes me to say that he is very sorry indeed
24 that he was not in his office when you called yesterday he
25 was away all the forenoon and did not know until this even-
26 ing that you had called if there is any way in which he can
27 serve you it will give him great pleasure to do so

28 I explained your wishes to Mr. Simpson when he re-
29 turned to the office and he has requested me to say that he is
30 very sorry indeed but he is quite unable to get passes for
31 himself he regrets exceedingly that he cannot be of service
32 to you—41 predicates; 38 subjects expressed, 3 implied.

1	2
---	---

Total

ADVANCED EXERCISES

Exercise 18

(See Sec. 19)

Insert the necessary commas, semicolons, colons, and any other marks required in the following:

- 1 Any man can make money if he has—1. A good thing
2 to push 2. Big enough margin of profit 3. Protection.
- 3 We will supply you everything but the spirit but that
4 must come from you.
- 5 They may fail and they may succeed and no man can
6 tell in advance what the result will be but it is true of all
7 business that some ventures pay and some do not.
- 8 This provides the machinery for answering all letters
9 that come in but thousands who do not have this machinery
10 for answering letters do not go any further than they
11 never follow up the inquiries they receive.
- 12 I know English is a good thing but I haven't time for
13 anything that doesn't bear directly on my business.
- 14 Time and space are but physiological colors which the
15 eye makes but the soul is light where it is day where it
16 was is night and history is an impertinence and an injury
17 if it be anything more than a cheerful apologue or parable
18 of my being and becoming.—*Carlyle*
- 19 Dear Sir Please send us the following goods 1 doz.
20 Ladies' Handkerchiefs narrow hemstitch plain @ 1.50
21 1 gross cards Davis's Hooks and Eyes dozen on card @ \$1.20
22 3 doz. papers of Pins size 14 @ 60c Send invoice with goods
- 23 Please consider these points 1. Is the proposal safe
24 2. Can you finance it 3. What will be the profit
- 25 Examples Dear Mr. Jones My dear Friend Dear Miss May

Total

1 3

Exercise 19

(See Sec. 24)

Insert hyphens between syllables in the following:

- | | | |
|--|---|---|
| | 1 | 2 |
| | | |
| | | |
| | | |
1. s i n c e r e l y
 2. g e n t l e m e n
 3. p o s s i b l e
 4. a d d r e s s
 5. p r e m i u m
 6. i n t e r e s t
 7. y e s t e r d a y
 8. i n f o r m a t i o n
 9. J a n u a r y
 10. e x p e r i e n c e
 11. a s s o c i a t i o n
 12. c o r d i a l l y
 13. r e f e r r i n g
 14. a p p r e c i a t e
 15. e d u c a t i o n
 16. i n v e s t i g a t e
 17. a t t e n t i o n
 18. c a t a l o g u e
 19. p a m p h l e t
 20. n e c e s s a r y
 21. s e c r e t a r y
 22. d i s t r i b u t e
 23. e a r l i e s t
 24. p a r t i c u l a r
 25. c o n v e n i e n t
 26. i m p o r t a n c e
 27. m e a s u r e
 28. p o s i t i o n
 29. r e c e n t
 30. r e p r e s e n t a t i v e
 31. d i f f e r e n c e
 32. e s p e c i a l l y
 33. m a t e r i a l
 34. s a l a r y
 35. t o m o r r o w
 36. a p p l i c a t i o n
 37. a s s i s t a n c e
 38. d i r e c t i o n
 39. p r o b a b l y
 40. r e m e m b e r
 41. s i g n a t u r e
 42. c o m m i t t e e
 43. e x a m i n a t i o n
 44. f i n a l l y
 45. h o s p i t a l
 46. i l l u s t r a t e
 47. p r a c t i c a l
 48. p r e s i d e n t
 49. r e c o m m e n d
 50. r e f e r e n c e
 51. d i s a p p e a r a n c e
 52. d i s c i p l e
 53. g a s o l i n e
 54. v i n e g a r
 55. v i s i t o r
 56. c o u r a g e o u s
 57. s e r v i c e a b l e
 58. a c k n o w l e d g m e n t
 59. l i s t e n i n g
 60. p e c u l i a r
 61. d e c i m a l
 62. e l e c t r i c i t y
 63. f a s h i o n a b l e
 64. i m m e d i a t e l y
 65. m i s c e l l a n e o u s
 66. p r e j u d i c e
 67. p r e p a r a t i o n
 68. r e s p o n s i b l e
 69. s i t u a t i o n
 70. s p a g h e t t i
 71. s t a t i o n e r y
 72. s u s p i c i o u s
 73. s y s t e m a t i c
 74. t e m p o r a r y

Total

Exercise 20

(See Secs. 19-25)

Insert in the following the necessary dashes, parentheses, exclamation points, brackets, quotation marks, commas, and apostrophes.

- 1 Did you dig that path? I asked my aunt. One could
2 tell a woman dug it it is so crooked.
3 Well she replied its a pity you should lie in bed sick
4 with the measles while I do all the chores and dig the paths.
5 If you dont like the way theyre dug you should dig them
6 yourself.
7 Oh I wasnt finding fault said I. I was admiring your
8 noble work. Im not finding fault.
9 Youre not finding fault oh no no indeed.
10 This conversation took place when we were living at the
11 old farmhouse in Nebraska the place my father bought for
12 \$7,000 after my mothers death.
13 Your father owed me one thousand dollars when he died
14 went on my aunt and he never paid back one red cent not
15 one red cent and he never will. My aunts favorite phrase
16 was one red cent I advise you to look around and get some
17 of that thousand dollars if you can. Your precious mother
18. with all her brains didnt do it.

1	2

Total

Note. Continue this exercise by writing from dictation extracts from any story containing simple dialogue, first copying the passages from the book, then writing them from dictation, and finally comparing the version so written with the original in the book and correcting.

REVIEW TEST ON PUNCTUATION

Capital Letters. Insert the necessary capital letters: 1 2

1. John Askam, Esq., was awarded the degree of LL.D. at the last commencement of Dartmouth College. He is a professional bacteriologist in the service of the State of Massachusetts, i. e., he is employed by the State Board of Health.

2. President Wilson came from the South originally though later he was for many years at the head of Princeton College and then Governor of New Jersey. In his appointments he favored the East rather more than the West, but the South got about half of the cabinet positions—for the first time in recent political history.

3. Send my ms. to the doctor and let him print it, if he wishes, in the Christmas number of the National Educator.

4. The company I have always found fairly just to me. I have worked for this firm for fifteen years. At one time I was sent to the national capital to interview congressmen.

Total 1 2

Commas. Insert the necessary commas. Indicate by a figure the rule that applies:

5. In the course of time when you have grown older and wiser you will find men and women who will appreciate your hard work you will get your reward and the satisfaction of having done your best will be a compensation in itself.

6. If however you have not learned your lesson then of course you must stay after hours.

7. In the first place if I know anything about John Higgins it is morally certain that he was not the thief. However I should not advise you to do it for I fully believe you will lose money if you do.

8. Will you kindly let us know by return mail just when you expect to ship our order No. 4568 a No. 46 sideboard to be sent direct to our customer James Oakley Pocahontas Mont. Our customer wishes to get this sideboard at the earliest possible moment and we have promised to hurry it as much as possible.

9. More than two weeks have passed and yet we have not received your invoice or any intimation that the sideboard has been shipped. We have had repeated complaints from our customer and he threatened in his last letter to cancel his order unless the sideboard reaches him next week.

Total 1 2

Commas. Insert the necessary commas. Indicate by a figure the rule that applies:

10. I have carefully considered your application for a position in my office and have tried to make a place for you as I should be very glad if I might oblige Mrs. Peterson for whom I have the highest regard.

11. At this season of the year however business is slack and we have all the help we can make use of for some months to come. I have your address and if anything should open up it will give me great pleasure to be able to write to you.

12. If goods are not satisfactory they may be returned at our expense. We also ship C. O. D. with privilege of examination but ask the customer to send \$1 with his order as a guarantee of good faith and an indication that he means business.

13. We believe that we have the finest goods in our particular line to be found in Chicago or anywhere else for that matter. You will find us prompt courteous and anxious to do anything we can to serve you. Our salesmen and correspondents are in any case always at your disposal and we shall be glad at all times to give you the fullest possible information or aid you to make a choice of the most suitable goods should you feel in doubt.

14. You will not find anywhere a house that will extend you more courtesies or deal by you more fairly nor will you get anywhere prompter service.

15. We think we have such a tie as you describe in yours of yesterday and if you will send us an order with as full a description as possible of what you want we will exercise our best judgment and believe we can send you something pretty. In any case you know it may be returned if you do not like it and at all times we are ready to refund money should you desire that.

16. Your remittance of \$9.65 was duly received and your order entered for the table. It happened however that we were just out of tables of this style and on account of their patent attachment etc. no other table could be substituted. The factory has a new lot of tables in process of making but it takes time for the varnish to dry etc. We shall write the factory at once however and if shipment has not already been made we will see that the table goes forward as soon as possible.

1	2
---	---

Total	
-------	--

Commas. Insert the necessary commas. Indicate by a figure the rule that applies:

17. It often happens that a dress does not look the same made up as it does in a picture and that the goods have a different air which you may not suspect from the sample. The case would be just the same however if the dressmaker made the dress in your own home for your wife would have to judge of the style first by a picture and the goods might not look the same in the dress as they did in the piece.

18. As we state in our catalogue we cannot take back made-to-order clothing for as it was made to fit one person we cannot sell it to any one else and it would practically be a total loss on our hands. We do guarantee the fit and workmanship which we judge were satisfactory.

19. We sincerely hope that after a while your wife will like her dress better and that you will not hold us responsible for what was clearly beyond our power.

20. I give you the latest and best information on follow-up systems how to collect money by mail how to manage agents how to deal with women how to write a hundred good letters a day when to write a long letter and when to write a short letter and fifty other points even more important in short I give you a complete system easily learned and applied directly to your everyday correspondence to make your letters pull more and more with every step you take.

21. If you had a dictionary at hand at once convenient authoritative and sufficiently complete which would give you what you want in half the usual time you would be wiser and more accurate than you are today.

22. It is just large enough to fill the hand and hangs on the wall in the kitchen store or factory. The powder is far superior to water for many reasons. First if a lamp explodes and the oil catches fire you cannot put out the blaze with water because the oil floats on the water and burns all the more freely second you cannot put out any blaze with water unless you have a drenching shower and to get that requires time even when you have a good hose playing (water puts out fire only where it touches and it is not easy to make it touch many spots at one time) third water often does far more damage than fire itself spoiling wall paper and upholstered furniture carpets etc.

1	2
---	---

Total	
-------	--

The semicolon. Insert commas and semicolons where needed in the following:

23. Please send the following as soon as possible: 1 doz. ladies' white linen handkerchiefs the best value you have at about 15c each 6 cakes of glycerine soap 15c a cake 6 for 50c a box of ladies' cream notepaper and envelopes rough finish unruled about 25c or any special value you have of this grade.

24. We have suffered a heavy loss on this contract but we mind that far less than your annoyance.

25. Remember I can't teach you how to run your business I can't show you how to get dollars from letters dropped into a rat-hole but I do know what human nature is and perhaps you don't and I do know how to line words up so they will make people send you business so far as words will do it.

Total

1	2

Apostrophes, dashes, quotation marks, exclamation points, hyphens, colons, and parentheses. Insert the proper marks in the following:

26. My mother had quite a caseful of books poetry essays history and a few stories.

27. I often saw rattlesnakes in the grass or asleep on the warm stone before the front door or on one occasion crawling from behind a window sash in my room.

28. Then the following dialogue took place I have been in Attica I said with a naughty smile. Have been in the attic? You lie you little vermin. You were not in the attic. I looked in the attic myself.

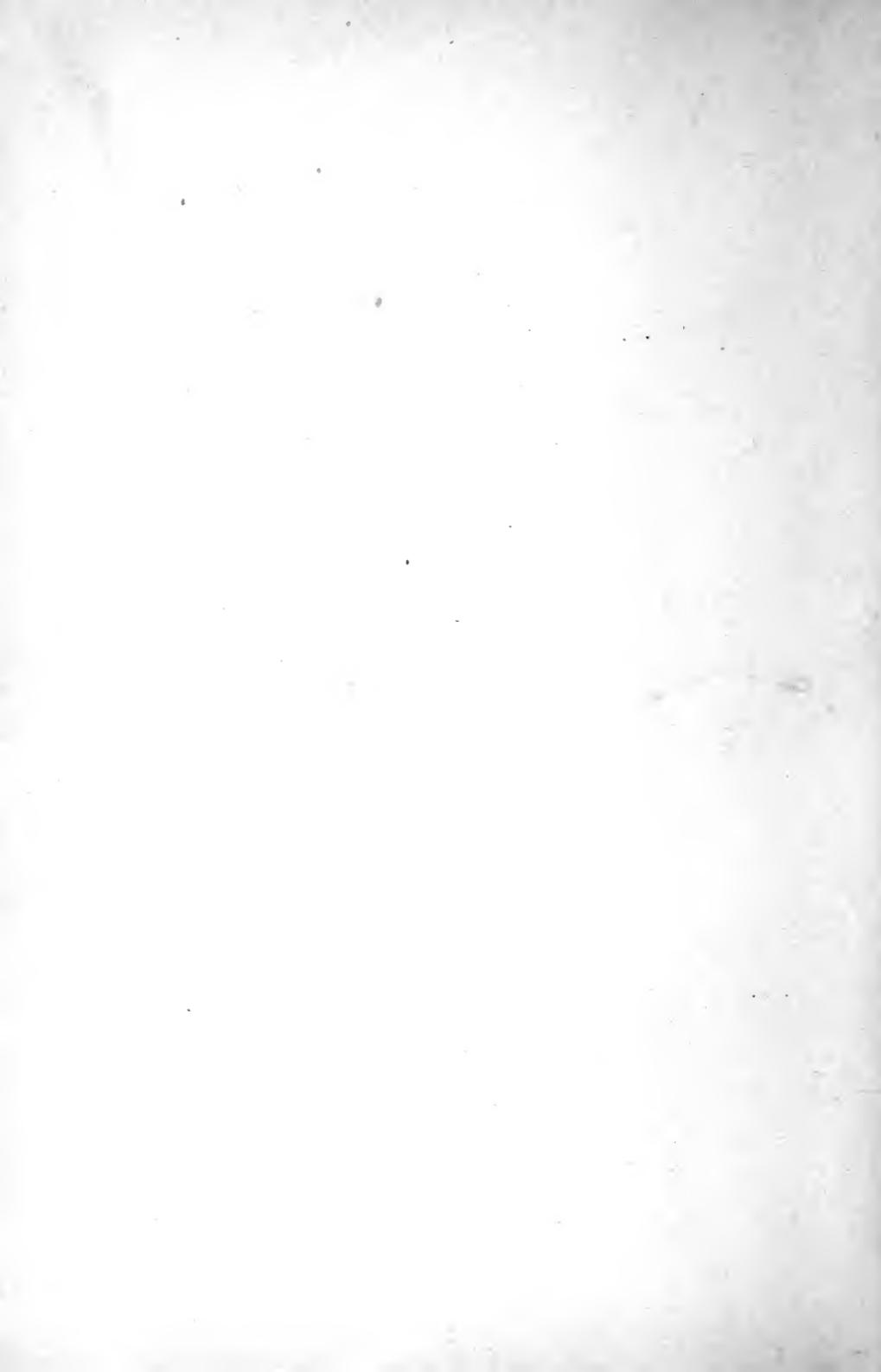
I said I was in Attica but of course you dont know anything about Attica. I wouldnt expect you to.

I was mad and wouldnt and didnt apologize. I went off to a boarders room, forgetful of my mothers warnings.

29. On the street I met a good looking young woman. May I assist you to carry your bag said I. No said she it is not heavy. She looked into my face smilingly and I looked into hers. Its only a block to the station she said as she went along. I stopped and made these notes in my little book 1 fair and tall 2 pleasant spoken 3 independent and 4 about nineteen.

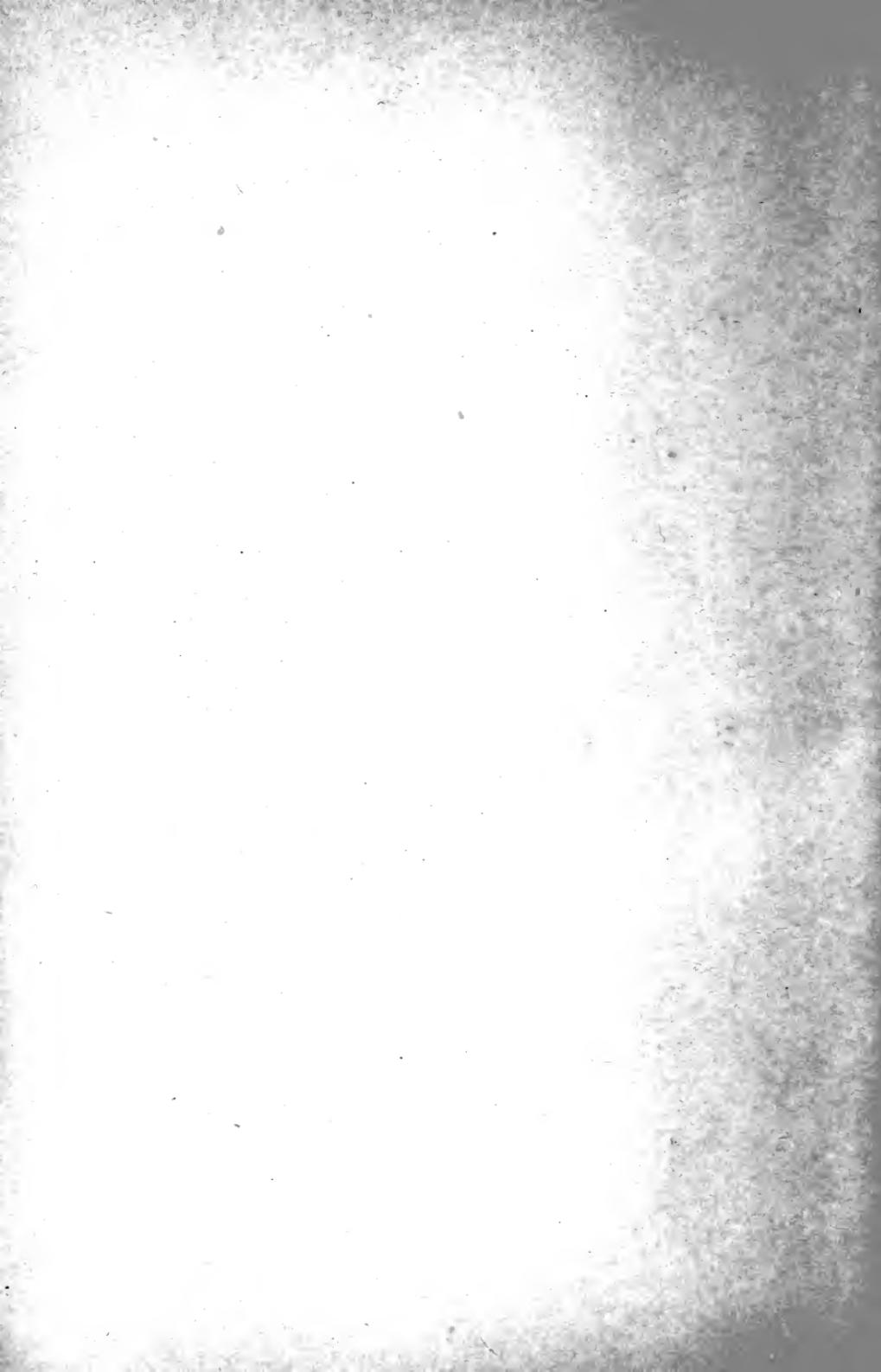
Total

1	2



PART II

MINIMUM ESSENTIALS OF CORRECT GRAM-
MATICAL USAGE



INTRODUCTION

HOW TO STUDY CORRECT ENGLISH

The object of this study is to be able to speak and write in the fashion of educated people. Business institutions expect their employes to follow this fashion just as much as to dress in the prevailing style without being conspicuous or extreme. In English one should not be extreme to the point of being pedantic or affected, but one may be correct without attracting attention, and so win the approval of educated people without raising the suspicions of the uneducated.

Each of the following sections should be taken up in the class with the teacher quite fully before exercises are prepared. Much interest will be added to this class study if the group is divided into teams of five or six persons to a team, each with a competent leader chosen from among the best students. With the book always open before them, students should try to compose sentences which illustrate the principle, as stated in the exercises in the text. Each team should be called on in turn, and a score kept on the board of the number of sentences that correctly illustrate the rule, while two should be deducted for each sentence which directly violates the rule.

Test exercises from the pad, which are also found at the end of Part II (see page 99), where the right form and wrong form are given to mark out the wrong form, may be prepared in the class, where papers should be exchanged and errors checked in the first blank column. If any errors at all are made it should be assumed that the principle is not fully understood and the corresponding sections should be carefully studied outside the class. This is best done by

writing the sentences called for in the "assignments." In the study of correct grammatical usage the pad exercises should be handled as briefly in the class as possible, so that as much time as may be can be devoted to the writing of sentences which illustrate the principles and to the competition of the teams in checking one another's errors.

The formation of a Good English Club, whose members will correct one another's slips of speech in ordinary conversation, is recommended. The treasury may be replenished by a system of fines for inadvertent slips, or the teams may score against each other by catching members of other teams in such slips. Old habits are hard to break without prolonged practice and cooperative effort such as has been here suggested.

The largest proportion of errors is probably made on pronouns, which have accordingly been taken up first. If these are fully mastered, probably more than twenty-five per cent of all errors of grammar will be removed. Next come verbs. A thorough mastery of pronouns and verbs will produce more visible improvement of speech than the same amount of study spread over the whole subject. The aim in this section of our study should be one hundred per cent mastery as far as we go.

CHAPTER I

Pronouns*

1. To avoid repeating nouns we may substitute certain small words called *pronouns*. The noun for which a pronoun stands is called its *antecedent*.

Personal Pronouns—

NOMINATIVE (SUBJECTIVE)

CASE

First person (speaking)—I, we

ACCUSATIVE

(OBJECTIVE)

CASE

Second person (spoken to)—you, thou

me, us

Third person (spoken of)—he, she, it, they

you, thee

him, her, it

Relative pronouns—who

them

whom

Also—that, what, which (one form only).

Other pronouns—this, that, one, each, some.

The following are the *possessive (genitive)* forms: my (mine), our (ours), your (yours), thy (thine), his, her (hers), its, their (theirs), whose, one's.

Examples of pronouns used as subject: My name is Durand. I live with my father. He is in business in the city. My mother is visiting in the East. She will be at home next month. My father and mother say they will send their children to college.

For what noun does each pronoun stand—that is, what is its antecedent? In what case is each pronoun, and why?

We boys were playing hocky (not "Us boys were playing"). She and her mother were at the ball (not "Her and

* See Part I, Sec. 6.

her mother were there"). What was it you and Clara and I saw Mrs. Fiske in last winter? (not "What was it you and Clara and me saw Mrs. Fiske in last winter?").

Examples of pronouns used as object of a verb: My father met *me* at the station and I accompanied *him* home, where I met my mother. I kissed *her* and asked *her* why she did not come to meet *me* with my father.

Point out each verb, and then each pronoun that is the object of a verb. In what case is each pronoun, and why?

*Examples of pronouns used after prepositions:** My father went with *me* to the station, where I said goodbye to *him*. My mother said I should have a telegram from *her* as soon as I reached the college. There is a very warm friendship between *us*.

Point out each preposition and the pronoun following it. In what case is each pronoun, and why?

Special Exercise. Write three sentences in which personal pronouns which have different forms in the nominative and accusative cases are used as subjects (connecting them to other subjects with *and*), three sentences in which the accusative cases are used as objects of verbs, and three in which they are used after prepositions.

2. *Be sure that a pronoun following a preposition or used as the object of a verb is always in the accusative case.*

We seldom say, "The work will be done by I," but when the pronoun is preceded by *and* we are very likely to make the mistake of saying, "The work will be done by you and I" instead of "you and me" as it should be. Or "Your father met you and I at the station" instead of "met you and me."

Between you and me (not "Between you and I"). It is a matter for you or him (not "he").

Whom will the paper be read by? (not "Who will the

*See Part I, sec. 14.

paper be read by?" for the relative pronoun is governed by the preposition at the end of the sentence). Whom will you see today? (not "Who will you see?").

Does that rule apply to us older boys? (not "to we older boys"). Is everybody going, including him and her? (not "including he and she").

Special. Let you and me go to the postoffice (not "Let's you and I go," for this is equivalent to "Let us you and I go," in which *us* is superfluous and *I* in the wrong case). Make him and her do the work (not "him and she"). (The pronouns in these sentences are not precisely the objects of the main verbs, but the subjects of the infinitive verbs [*to*] *go*, [*to*] *do* which follow them; but the principle is exactly the same.)

Assignment 1. In the list of pronouns you will find five which have accusative forms different from the nominative forms. Compose twenty complete, original sentences in which you use each of these five pronouns after ten or more different prepositions (see list in Section 14 of Part I), in every case being sure that *and* or *or* precedes the pronoun which follows the preposition.

Then write ten sentences in which these five pronouns are used as the objects of verbs, and are preceded by *and*. Compose two sentences beginning with *let* and two beginning with *make*, similar to the illustrations above.

For example, Will you come with Henry and me? Give it to her or him. By whom will the work be done? It will be done by him and me. It will be done by John and him. I will work you and him till both of you are tired to death.

3. *Verbs which assert that the noun or pronoun following the verb is exactly the same or equal to the subject of the verb, are followed by the nominative case, called the predicate nominative.* These verbs are forms of *to be* (*is*, *are*, *am*, *have been*, *will be*, etc.), *to appear*, *to seem*, and such forms as *is supposed to be*, *is thought to be*, *is believed to be*.

It is I (not "It is me"); It is he (not "It is him"); It is they (not "It is them"); It is she (not "It is her"); It is we (not "It is us").

Assignment 2. These forms are most naturally used in answer to questions, as: Was that his employer? That was he. Were those the men you saw? Those were they. Looking through the glass, can you make out who it is? That appears to be she. Were those men the robbers? The men they caught seemed to be they.

Without using *is* as the verb or *it* as the subject, compose five sentences in which you use *I* as a predicate nominative, five with *he*, five with *she*, five with *we*, and five with *they*. Use each of the verbs mentioned above, and change the subject of each sentence. In each case write also the question to which the sentence is the answer.

4. *When a pronoun follows a subordinate conjunction such as as, than, etc., it is in the nominative case, if a verb is implied of which it should be the subject; but if the implied verb is such that the pronoun should be its object, the pronoun is in the accusative case. Always fill in the verb and see what the case should be.*

There is no one who can run so fast as he (can); No one there was handsomer than he (was); She liked no one better than (she liked) him.

Assignment 3. Write twenty entirely different sentences in which the five personal pronouns with different forms in the nominative and accusative are used after *as* and *than*. These may best be answers to questions, as—Do you stand higher in the class than Helen? Yes, I stand higher than she (stands). Do you like John as well as Dorothy? Yes, I like him as well as (I like) her. Write questions before each sentence, and supply the missing verb in parenthesis.

5. *Pronouns must agree with their antecedents in person and number* (that is, if the noun for which the pronoun stands indicates one person or thing and so is singular, the

pronoun referring to it must be singular, and if the noun indicates more than one and so is *plural*, the pronoun that stands for it must be plural in form).

Look at the pronouns in Section I and make a list of those which are *singular*, and another list of those which are *plural*.

Each of them and *every one of them* are always singular, because these words refer to several *taken one at a time*.

Each of them has his own way of doing it (not "their own way"). The company ordered its men to leave (not "their men"). One likes to have one's own way, *or* his own way (not "their own way"). Everybody does as he likes (not "as they like"). Every man, woman, and child bowed his head (not "their heads").

I, who am above you, sacrifice myself for you (not "who are above you," for "who" is in the first person to agree with "I"). Thou, who art my shield and protector, wilt never fail me ("who" is second person).

If the antecedents are one masculine (referring to boy or man) and one feminine (referring to girl or woman), they are referred to in the singular by the masculine pronoun his.

Each boy and girl in this class has his lesson to learn ("his" refers to both sexes). Every boy and girl in this class has his lesson to learn. All the boys and girls in this class have their lessons to learn. Everybody is doing his best today. Somebody left his book here.

The school maintains its average. The football team has received its uniforms. The members of the football team have received their uniforms. It's for you, who were first in the class record last month. It's for me, who am at the head of the class. This book is for him who does his best this week. I have a red ribbon for him or her who spells every word correctly.

Assignment 4. Write three different sentences, each with a different verb, in which *I* is the antecedent of *who* and *who* is followed by a verb which has a different form in the first person and in the third person; also three sentences in which *you* is the antecedent, of the same sort.

Then write five sentences in which *each* is used alone or with a noun, and a pronoun later in the sentence refers to this antecedent, and five sentences in which *every* is connected with the antecedent and a pronoun later in the sentences refers to it.

Write ten sentences, all different, illustrating the reference of pronouns in each of the other ways shown above.

6. Two singular nouns connected by *and* form a plural antecedent, but two singular antecedents connected by *or* form a singular antecedent.

Here are two apples. This one *and* that one taken together are more than one (plural), but this one *or* that one is only one at a time.

Which of the two, John or Henry, has learned his lessons? Jane and Mary will be found at their home in the country, where they have gone for their vacations. Is it Jane or Mary who cut her thumb?

Either Jenny or John or Molly has lost his pocketbook, for here it is (not "lost their pocketbook").

This is one of the awkward necessities of the English language.

Assignment 5. Write ten sentences in pairs, the first of the pair containing two or more nouns connected by *and* referred to by a plural pronoun and the second of the pair the same nouns connected by *or* and referred to by a singular pronoun.

Then write five in which singular pronouns refer to masculine and feminine antecedents together.

Note A. Advanced.* The prize will be won by who-

*The word "advanced" is used to designate such subjects, in a short course, as may be omitted the first time over, if time is pressing.

ever scores highest in the examination and in daily work (not "by whomever") : this is clear if we supply the antecedent *him*—"won by (him) whoever scores." Of course *whoever* must be in the nominative case as the subject of *scores*.

Special Exercise. Write a sentence with *whoever* the subject of a subordinate sentence, another with *whoever* as a predicate nominative, a third with *whomever* as the object of a verb, a fourth with *whomever* after a preposition, and a fifth with *whoever* the subject of a subordinate sentence though it appears to be object of a verb (like the above, only without the preposition before *whoever*).

CHAPTER II

Verbs*

7. Words that assert, command, or question are called *verbs*. The pronouns in the following conjugation show the *person* and *number* of the verb.

Forms of the Verb *to be*

<i>Present Tense</i> (time)	<i>Past Tense</i>	<i>Future Tense</i>
I am	I was	I shall be
you are	you were	you will be
he is	he was	he will be
we are	we were	we shall be
you are	you were	you will be
they are	they were	they will be

Perfect Tenses of *to do*

I have done	I had done	I shall have done
you have done	you had done	you will have done
he has done	he had done	he will have done

Regular verbs change form only in the third person singular of the present tense—*she does, he goes, it happens*.

The past tense regularly ends in *ed*—*I jumped, you jumped, he jumped, they jumped*; but not always, as—*they went, it flew*.

Several words going to make up a full verb, like *shall have done*, form a *verb phrase*.

Participles are part verb, part adjective or noun. They cannot form a regular predicate.

* See Part I, Secs. 5 and 6.

Present participles (always end in *ing*)—*being, doing, seeing.*

Past participles (regularly end in *ed*)—*loved, killed, shielded.* Irregular past participles are—*been, had, done, gone, sent, broken, etc.*

The past participle is also used after *to be* and *to have*, to form verb phrases, as illustrated above.

Infinitives are forms of verbs used to complete regular verbs, or as nouns, the *sign* of the infinitive being *to: to do, to be, to have done, to be killed.*

8. *Every verb must agree with its subject in person and number. Two singular subjects connected by and form a plural; two singular subjects connected by or form a singular subject; when subjects are connected by or, the verb agrees with the nearest.*

Every one of those men has (not, *have*, since the subject is *one*, not *men*, which is governed by the preposition *of*) a pickax. Each of the thousand tiny points of life is as clear as a star (not *are*, since the subject is *each* and intervening plurals make no difference with the verb). Jack and I are going to the ball. Jack or I am going to the ball. Jack or you are on the bill, I forget which it is. The woman or the tiger comes out, but Stockton could not tell which.

Neither of us two was there (not “*were there*”). Either of those two boys knows the answer. The main part of this machine is the big rollers (not “*are the big rollers*”).

All members of the class are handing in their papers. Each member of the class or every member of the class is handing in his paper. These questions are addressed to Team Five. John or Mary or Henry or Josie or Mabel is permitted to answer, but all the rest of you are to keep quiet.

Now, you boys and girls and I are going to study this to-

gether. Now, are you boys and girls or I going to study this together? Either you boys and girls or I am going to find these illustrations. (In the first we have a plural, in the second *are* is nearest *boys and girls*, but in the third *am* is required because the verb comes nearest *I*.)

Assignment 6. Write twenty-six sentences with verbs in the present tense so as to show a difference between the singular and the plural, two sentences like each illustration above. Carefully retain the key words *every*, *each*, two nouns connected by *and*, two nouns or pronouns connected by *or*, and two nouns showing different sexes. Change the subjects and change the verbs in the illustrative sentences.

Assignment 7. Make three sentences with each of the following subjects, using a verb in the present tense that will show the difference between singular and plural: One of the great essentials in carrying on all kinds of studies; Mamie Brown, together with six other girls and five boys; Each of the sixteen companies of soldiers and three companies of artillery; Several of the sixteen companies of soldiers; Every one of the forty seventh-grade boys, the thirty-five eighth-grade boys, and the A division of girls; The President's guard, including Major-General Wood, Major-General Pershing, Colonel Lansing, Major Downing, and Lieutenant-Colonel Joslyn; Harry Bunting, along with Joe Bicknel, James Ford, and Harold Jones; The first essential in choosing your studies in the various high school courses; Captain Jones, as well as all the sailors.

9. In conversation or conversational letter writing such contractions as *doesn't*, *don't*, and *isn't* are allowable, but *ain't* is purely a vulgarism and is never to be used. Many people confuse *don't* and *doesn't*. While they would not say "He do not do it," they insist on saying "He don't do it" (the contraction of *do not*) instead of "He doesn't do it" (the proper contraction for *does not*). *Am not* has no contraction and we must say, "I am going to town with you today, am I not?" (Never "aren't I?" as no one would ever think of saying "I are going to town").

He doesn't like my style (not "He don't like"). It doesn't do to speak too freely (not "It don't do to speak too freely").

The book doesn't lie flat. The books don't lie flat. Such boys aren't learning their lessons. Such a boy isn't learning his lesson. Don't they like arithmetic? Doesn't this class like arithmetic? Isn't their team going to the city Saturday? No, it isn't. No, they aren't. Am I not going too? I am going too, am I not?

Assignment 8. Write five sentences using *don't* properly, five using *doesn't*, five using *isn't*, and five using *am I not*.

Note B. From this point on, any boy or girl in the class who uses *ain't* in any connection, at any time during the day, should be reported by members of other teams and two points should be deducted from the standing score of the team to which he or she belongs. The teacher may decree the same rule as applying to any other very common error which pupils persist in making.

10. *Advanced.* Collective subjects are to be treated as singular or plural according as the writer has in mind the various individuals as a group or as a consolidated body.

The company is going to raise our pay. The factory says it hasn't got it. An army of men were filling the square, or An army of men was filling the square (according as you think of the single body composing an army, or use *army* as meaning a great many men). An army is encamped in the plain (here there is no doubt that *army* is singular).

A few men are running across the campus (*a few* is always plural). A number of men are running across the campus (the idea is clearly plural, though some critics insist that *a number* must be singular). A certain number of men is selected each year (here the reference seems to be more

clearly to the singular idea of one number). A large number of us are going to the picnic (clearly plural).

None of those women are dressed for a shower. None of the critics of our day is equal to Sainte Beuve. (*None* is singular or plural according as it is intended to suggest the last group of objects or persons, or the last individual.)

In the use of firm names there is much confusion in regard to the verb, whether it should be singular or plural. *Montgomery Ward & Co.* seems to be plural, because there is one man with a *Company* as partners, while *The Montgomery Ward Co.* seems to be singular. *The company, the factory, etc.*, should always be treated as singular, because *the* suggests a single corporation; yet there is a suggestion of a plural idea in all the people engaged in doing the work of the company, various persons being responsible, though it is impossible to tell just who it is. In reality it is the company as a corporate unit that acts through its various servants, so, though many persons labor, it is the company that acts. Firm names, however, seem to imply clearly a limited number of partners, and the plural is used as if we said the partners act in every act of every employe.

Assignment 9. Advanced. Compose three sentences with each of the following subjects which clearly suggest a singular idea, and three which clearly suggest a plural idea, being sure to use a verb which indicates singular or plural: *Company* (of soldiers), *company* (a business firm), *army*, *a number*, *none*, *people*, *class*, *congregation*, *community*. Compose three sentences with each of the following as subject: *The J. Pierpont Morgan Company*, *J. Pierpont Morgan & Co.*, *the factory*, *United States*.

Note C. Advanced. Some nouns ending in s are really singular and require a singular verb. *Politics* is, *athletics* is, *the news* is. *Tidings* come or comes (the word is plural, but often used as a singular). *Pinchers* are, *nuptials* are

(always used in the plural in modern times), *assets* are. *Means* may be either singular or plural and we may say *by this means* or *by these means* according to the meaning. *Ten dollars is high* (a single sum of money).

Special Exercise. Use each of the preceding italicized words three times in a sentence with a verb which will show the singular or plural.

11. The Past Tense and the Past Participle. As we have already seen in Section 7, both the past tense and the past participle end regularly in *ed*. *Example of past tense:* He married my sister. *Example of past participle:* He was married to my sister. He has married my sister. The auxiliary verbs *was* and *has* (or any other forms of the same verbs such as *is*, *are*, *were*, *will be*; *have*, *had*, *will have*) require the past participle to complete their meaning. The past tense of the verb is complete in itself and has no auxiliary.

Have with the past participle forms the *perfect tenses*, and *be* with the past participle forms the *passive voice*.

In the case of the regular verbs there is no danger of confusion, since both the past participle and the past tense are the same. But in the case of some irregular verbs the past tense and the past participle are different, and confusion in their use arises.

Past tense: I did it (not "I done it"). He began his work today (not "He begun his work"). Hilda saw the picture (not "Hilda seen the picture"). The horse drank the water (not "The horse drunk the water").

Past participle: The man has gone away (not "The man has went away"). The hat has blown off (not "The hat has blew off"). The man with the horse and buggy has driven by (not "The man with the horse and buggy has drove by"). I have written a letter to my mother (not "I have wrote a

letter to my mother"). Then a song was sung (not "was sang").

Here is a list of irregular verbs on which there is danger of confusing the past tense and the past participle. These three forms are called the *principal parts*:

<i>Present tense</i>	<i>Past tense</i>	<i>Past participle</i>
arise	arose	arisen
awake	awoke or awaked	awaked
bear	bore	borne
blow	blew	blown
come	came	come
choose	chose	chosen
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
give	gave	given
go	went	gone
grow	grew	grown
know	knew	known
lie	lay	lain
lay	laid	laid
ride	rode	ridden
ring	rang or rung	rung
rise	rose	risen
run	ran	run
see	saw	seen
shake	shook	shaken
shrink	shrank or shrunk	shrunk

sing	sang or sung	sung
sink	sank or sunk	sunk
speak	spoke	spoken
spring	sprang or sprung	sprung
steal	stole	stolen
swim	swam or swum	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
weave	wove	woven
write	wrote	written

Assignment 10. Write one sentence in which the past tense of each of the irregular verbs given above is correctly used in the past tense.

Assignment 11. Write one sentence in which the past participle of each of these irregular verbs is correctly used after some form of *to be* or *to have*.

Assignments 12 and 13. Write a sentence in which the past tense of each of the verbs above is correctly used, and then change the same sentence so as to use the past participle correctly. Half of the verbs may be taken for the first exercise and half for the second. The sentences should be entirely different from those written for Assignments 10 and 11.

Note D. Such forms as *teached* and *catched* are never to be used. Should they be used by any pupil in any class or on the playground, the matter should be reported so that two may be deducted from the score of the team to which that pupil belongs. The same rule should apply to use of the present tense when the past tense is required, as in "He *give* me the apple yesterday" or "I *says* to him, *says* I," and *bust* for *burst* (as in "I have *busted* a button off" for "I have *burst*").

12. **Verb Forms Often Confused.** Because of similarity of sound a few verbs are confused with each other or with other words.

Of confused with *have*: I would *have* come if I could (not "I would *of* come").

Except confused with *accept*: We *accept* a present or money (not "We *except*"). *Except* is correctly used in—Every one must do the lesson over *except* May. I *except* her because she had every sentence right today.

Lie and *lay*: There are two distinct verbs, *lay*, *laid*, *laid*, and *lie*, *lay*, *lain*. Notice that the past tense of *lie* is the same as the present tense of *lay*. *Lay* always requires an object—it is what is called a *transitive verb*, from Latin *trans* meaning *over*, suggesting that the action goes over to an object. We must always *lay something*—I lay my hat on the table, He lays his book flat, He laid the poor bird in her nest, He has laid the poker by the fire. But *lie* is an intransitive verb and cannot take an object. We *lie down* ourselves, Yesterday we *lay down*, We *have lain* in bed all night (never "We have laid down," as there must always be *something* that is *laid* down).

Sit and *set*: *Set* is another transitive verb and requires an object. We *set* the pail on the floor now, We *set* the pail there yesterday, We *have set* it there already (all forms of *set* are the same). But *sit* is an intransitive verb and does not take an object. We *sit* by the fire. Yesterday we *sat* by the fire. We *have sat* by the fire all the morning.

Let and *leave*: Always say, *Let me go* (never "*Leave me go*").

Rise and *raise*: *Raise* is another transitive verb and requires an object, we must *raise something*; but *rise* is an intransitive verb and cannot take an object. You

raise your arm, but, You yourself *rise*. A *raise* in salary is correct, because someone else has raised your salary.

Fly, flow, flee, overflow: The confusion is chiefly in regard to the form of the past participle. The bird *flies* and *has flown*. The river *flows*, and has *flowed* or has *overflowed* its banks (never *overflown*). A robber *flees* from the police, and he *has fled* (never "He has *fown* from the police").

May and *can*: When you ask permission, say "*May* I go out to get a drink?" "*Can* I go out to get drink?" would mean, "Have I two legs so that I am able to walk through the door to the place where the water is?"

Lose and *loose*: You *lose* (pronounced with a z sound) your book, *but*, Your handkerchief lies *loose* on the table (*loose* pronounced with the sound of s, and it is an adjective, not a verb), *or*, A rope hangs *loose*.

Assignment 14. Write twenty-four sentences in which each of the special words given above is used, each verb used in the present tense, in the past, and in the perfect.

Shall and *Will*

To express mere future time use *shall* after the first personal pronouns *I* and *we*, *will* after all other pronouns and all nouns.

But if the speaker exercises his will, or shows willingness or determination, we do just the opposite.

Examples: We shall be among the first to reach the ball.

We will buy tickets (are willing to buy tickets) if others are doing it.

I *will* do it anyway (I am determined to do it).

He *shall* go to school this morning (I will make him go). Have you heard the story of the Frenchman who fell into

the water and cried out, "Help, help! I *will* be drowned. Nobody *shall* save me"?

In questions use the same form you expect in the answer. The same rule applies to indirect quotations.

Examples: Shall you go to the city tomorrow? Answer, I shall go.

Shall you make your boy study Latin? Answer, I shall make him study it.

He says he shall like the work immensely (that is, he really said "I shall like the work").

Should and *would* follow the same rule.

Always say, "I *shall* be very glad to see you" (it is absurd to say "I *will* be very glad").

I *should* like to go with you (not "I *would* like to go with you").

We *should* be very glad to accommodate you in this matter (not "We *would* be very glad").

Assignment 15. Advanced. Copy the following sentences, using the right form:

I think I (will—shall) be there at twelve.

(Shall—will) we meet at the big store?

I have made up my mind that he (will—shall) stay in school another year.

We (will—shall) do whatever you wish.

Helen and John said they (should—would) come to the dance tonight. (What did they really say?—two forms with what different meanings?)

(Should—would) you like a cup of coffee?

What (shall—will) you give to the Red Cross? (What is the answer expected?)

Did he say he (should—would) come home directly? (What were his exact words?)

Compose three sentences like each of the preceding examples in this exercise, changing the pronouns or substituting nouns

wherever you can, but being sure that your sentences illustrate the principle.

13. The past tense is required with an adverb or phrase which fixes a definite time wholly in the past, the perfect tense with an adverb or phrase which indicates times extending up to the present.

He wrote to me yesterday (not "He has written to me yesterday"). I saw him in 1901 (not "I have seen him in 1901"). I saw him before I saw you (not "I have seen him before I saw you"). I was told after I left you (not "I have been told after I left you"; but "I have been told since I left you" is correct). I haven't heard from him yet (not "I didn't hear from him yet"). I have heard since I saw you (not "I heard since I saw you.") He has done it already (not "He did it already"). He hasn't spoken to me about it so far (not "He didn't speak to me about it so far").

Assignment 16. Write three sentences in which a past tense is properly used with *yesterday*, three with a past date, three with *after*, three with *before*. Then write three sentences in which the perfect tense is correctly used with *since*, three with *yet*, three with *already*, three with *so far*. Repeat this exercise the next day. Do not use any of the verbs or any of the subjects given in the illustrations above.

14. Sequence of Tenses. Advanced. In subordinate clauses the tense of the verb should indicate the time correctly with reference to the tense of the verb in the main clause. The same rule applies to infinitives.

I see the monument every time I go to town.

I saw the monument every time I went to town.

I have seen the monument every time I have gone to town.

He told me he would come over.

✓ He *tells* me he *will come* over in the morning.

It *would have been* unfortunate for him to *have done* so.

Say, I very much wished to do it (not "I very much wished to have done it," since we wish forward and not backward, and the tense of the infinitive must be true to facts from the point of view of the time of the main verb).

Say, I should have liked to do it (not "I should like to have done it," since as in the case of wishing we *like forward* and not backward).

Rule. The infinitive is present when the time intended is the same as that of the main verb or in the future with reference to this main verb; but it is perfect if the infinitive indicates action or state of being that is complete at the time shown by the main verb.

Say, The lecturer said that it is ten miles from Chicago to Evanston (not "that it was ten miles," since of course the distance is just the same now as it was then).

Rule. Universal truths, that is, statements that are just as true at all times, past, present, and future, are always put in the present tense, even when the sequence of tenses would seem to require the past or perfect tense.

Assignment 17. Rewrite the following sentences with the correct form:

Helen told me she (will—would) meet me at the pier.

Mrs. Jones came up just as my mother (was—is) going out.

Most children wish they (could—can) learn their lessons easily.

Did you expect to (meet—have met) John last night?

Franklin was the first to say that honesty (was—is) the best policy.

He told me the work was (to be done—to have been done) this morning.

On June 10 I (shall be—shall have been) here a month.

The textbook stated that it (was—is) never correct to say "Between you and I."

Helen very much wished (to go—to have gone) to the dance last night.

What did you say the street number (was—is)?

Compose two sentences similar to each sentence in the first part of this exercise.

15. Mode. Advanced. Plain asserting verbs are said to be in the *indicative mode*, as "He does his work well," "Mrs. Smith gave me the book."

Commands are expressed by the *imperative mode*, as "Give me the book," "Let him do it." The subject *you* is always implied.

The *subjunctive mode* is very little used in English, but is used to express a supposed case contrary to fact or a wish (which is of course contrary to fact at the present time, since we do not wish for that which we actually have).

The present tense of the subjunctive, which is seldom used, omits the s in the third person singular (subjunctive, *If he like*, *If she like*, instead of *If he or she likes*), and in the past tense the irregular verb *to be* has *If I were*, *If he, she, or it were*, instead of *If I was*, *If he was*).

Wishes:

Would I were an angel!

He wished he were at home.

Supposed Cases:

If he were here I should be happy. If I thought it were true I would go at once. The grasshoppers formed a huge cloud, as it were.

Notice that the main clause in the first two sentences above has the main verb with *should* or *would*, and it is clear that what is supposed in the if-clause is contrary to fact—that he is *not* here, that I do *not* think it is true.

Matters of Fact:

If Anna is here, she will be sure to find me. If Anna

was on the train, he must have seen her. Unless he has done it, he will not be punished.

In these sentences the main verbs are *will be*, *must have been*, *will be punished* (making definite statements, not expressing supposed cases), and there is nothing to show that the cases mentioned are absolutely contrary to fact. The word *if* always expresses doubt—it may be or it may not be; but when the subjunctive is used we know clearly that the supposed case is not true, there is no doubt about it.

Additional Illustrations:

“If I were to throw this ball out of the window, would you jump after it?” clearly implies that I am not going to throw it out.

“If I throw this ball out of the window, will you jump after it?” indicates that I may or I may not throw it—there is a choice between two facts.

“If I were you, I would learn my lessons.” Of course I am not you.

“Though he were a genius, he couldn’t have played the game better.” Of course he is not a genius.

“If he were not a genius, he wouldn’t have played like that.” He is a genius and the supposition that he is *not* a genius is contrary to fact.

“Unless a man were unusually strong, he couldn’t stand such work.” Here there is no question of fact involved—the statement is a general supposition.

Assignment 18. Advanced. Compose ten sentences in which there is a supposed case contrary to fact, and a subjunctive form that is different from the indicative is required, and ten sentences with *if*, *unless*, *though* which require the indicative form of the same verbs. Also write five sentences expressing wishes in which a regular subjunctive form is used.

16. The Participial Phrase. *Advanced.* We have already seen* that a participial phrase is like a subordinate clause, only what would be the subject of the verb must be the noun or pronoun which the participle modifies. There is always danger of getting the participle too far away from this noun or pronoun, or losing it altogether.

The subordinate clause—When I reached home, I found the house was deserted.

The participial phrase—Having reached home, I was surprised to find the house deserted. (*Having* modifies *I*—*I having reached*, When I reached. *I* is really the subject of the verb action in *having*.) On reaching home, I was surprised to find the house deserted. (Here the participle becomes a noun after the preposition *on*. We call this verbal noun a *gerund*. *It* is still necessary that we should not be in doubt as to who does the reaching, and that the subject of the verb action be definitely expressed near by.)

Wrong form—Having reached home, what was my surprise to find the house deserted, *or*, On reaching home, the house was found to be deserted. (In both of the preceding sentences you cannot find the *I* who did the reaching, and so the sentences are illogical.) This is called the *dangling participle*.

Having done all he could, he ordered the freight agent to send the box ahead (not “Having done all he could, the box was ordered sent ahead”). While sitting on my doorstep, I caught sight of a beautiful butterfly (not “While sitting on my doorstep, a beautiful butterfly caught my eye”). Having done all you can, leave the matter in the hands of Providence (not “Having done all you can, Providence may be trusted to do the rest”). By doing so he will clear the matter up (not “By doing so the matter will be cleared up by

* See Part I, Sec. 13.

him"). On weighing the sugar we found a shortage (not, "On weighing the sugar, a shortage was found"). Referring to your letter of yesterday, we would say that the catalogue has been sent (not "Referring to your letter, the catalogue has been sent").

What is the subject of the verb action in each of the participles in the preceding illustrations? In each case ask the question, "Who did the having?" "Who did the sitting?" If *he* did it, *having* must be near *he* so you can see the connection. If *I* was sitting on my doorstep, *sitting* should be near *I* so any one can see the connection.

Assignment 19. Advanced. From the following pairs of sentences choose the one that is right, and give your reason, as illustrated above:

1. Coming into the room, I found my wife and another lady—On coming into the room, my wife and another lady stood before me.
2. Smelling the odor of the dinner that was cooking, it seemed evident that we were going to have a splendid feast—Smelling the odor of the dinner that was cooking, we saw it was evident that we were going to have a splendid feast.
3. Rising from the settee, it made a grating noise—Rising from the settee, I noticed that it made a grating noise.
4. When writing a check, space should never be left in which additional figures can be written—When writing a check, never leave space where additional figures can be written.
5. After collecting your facts and ascertaining your competition, your material for a sales letter is ready—After collecting your facts and ascertaining your competition, you have your material ready for a sales letter.
6. Any newspaper or magazine picture may be shown in the reflectoscope, but it must be clamped in the holder before placing in the lantern—before you place it in the lantern.
7. Looking through the window, a high wind seemed to be blowing—Looking through the window, I saw that a high wind was blowing.

8. After walking a few steps, my rubbers came off—After walking a few steps, I noticed that my rubbers had come off.

9. After telling him all I knew about it, he gave me the rest of the details—After telling him all I knew about it, I got the rest of the details from him.

10. Living a quiet life in the country, good health was general in our family—Living a quiet life in the country, the members of our family generally enjoyed good health.

Compose ten sentences similar to the preceding, and point out just what is the subject of the verb action in the participle.

17. *Advanced.* When a participle used as a verbal noun (gerund) follows a preposition or is object of a verb and its logical subject is expressed, that subject must be in the possessive (genitive) case, not in the accusative.

I hardly knew what to make of that man's jumping over the fence (not "Of that man jumping over the fence"). I saw him doing it (here the object of *saw* is *him*). I approve his doing it (here the object of *approve* is *doing*, and "approve of him doing it" would be wrong). What do you think of my going to town today (not "What do you think of me going to town"). I heartily approve the church's acting now (not "Of the church acting now").

18. *Advanced.* When an inanimate object would become a possessive, the verbal noun should give way to some other construction. See Section 23.

Congress received a report on whether Washington Monument should be placed south of the White House (not, "On Washington Monument being placed south of the White House").

Assignment 20. Advanced. Write two sentences like each of the illustrations in Sections 17 and 18, and explain just how they illustrate the principles stated.

CHAPTER III

Nouns*

19. Nouns change form only for the plural and the possessive. The plural is regularly formed by adding s, the singular possessive by adding an apostrophe and s, and the plural possessive by adding simply an apostrophe to the s indicating the plural. But there are some exceptions which we should notice.

Plurals:

1. If a word already ends in an s sound, *es*, making a new syllable, is added: *churches*, *glasses*, *changes*. *Es* is also added to a few words ending in o, as *tomatoes*, *potatoes*, *volcanoes*, but not to others, as *pianos*, *zeros*, *cameos*.

2. Y following a consonant is changed to *ies*, as in *ladies*, *babies*, *fairies*; but if a vowel precedes the y it is not changed, as in *valleys*, *attorneys*, *turkeys*, *displays*, *convoy*s.

3. A number of words ending in f change the f to *ves*: *selves*, *leaves*, *shelves*, *wives*, *knives*, *thieves*, *calves*, *wolves*, *loaves*, *beees*, *elves*; but we have *chiefs*, *handkerchiefs*.

4. Seven nouns change the vowel to form the plural: *men*, *women*, *feet*, *mice*, *geese*, *teeth*, *lice*; and three form their plural in *en*: *oxen*, *children*, *brethren* (or *brothers*).

5. Some compounds form the plural by adding s to the principal words: *sons-in-law*, *fathers-in-law*, *passers-by*; but words ending in ful add s: *cupfuls*, *handfuls*.

6. A few words have the same form in the plural as in the singular: *sheep*, *deer*, *trout*.

*See Part I, Secs. 1 and 6.

Advanced: 7. Some foreign nouns retain the foreign plural:

Singular:

phenomenon	
alumnus	
alumna (woman)	
datum	
stratum	
beau	
formula	
memorandum	
analysis	
crisis	
basis	
oasis	

Plural:

phenomena	
alumni	
alumnae	
data	
strata or stratum	
beaux or beaus	
formulae or formulas	
memoranda or memoran-	
dums	
analyses	
crises	
bases	
oases	

8. Some nouns take a double plural: *menservants*, *Knights Templars*.

9. *Physics*, *ethics*, *politics*, *news*, *athletics*, apparently plural, are really singular.

10. The plural of letters and signs is formed by adding an apostrophe and s: a's, 2's, c's.

11. A few nouns have two plurals with different meanings: *people* or *peoples* (meaning *nations*), *dies* (stamps) or *dice* (for gaming), *pennies* (coins) or *pence* (sum of money).

Assignment 21. Write sentences in which each of the illustrative plurals in paragraphs 1 to 6 inclusive are used in both the singular and the plural. Several may be combined into one sentence if good sense can be made in that way.

Assignment 22. *Advanced.* Write sentences in which each of the words given in paragraphs 7 to 11 inclusive (both singular and plural) are correctly used. If necessary, look up in the dictionary such words as you do not know the meaning of.

20. Possessives. The singular possessive is regularly formed by adding an apostrophe and s, even when the word ends in s, as *Dickens's*, *Jones's*, though some people omit the s and write *Jones'*, *Dickens'*. The plural possessive is formed by adding an apostrophe to the plural s, as *babies' frocks* (be very careful not to write *babie's*, an impossible word). Plurals that do not end in s take an apostrophe followed by s, like a singular: *men's*, *children's*.

21. When two possessives are coupled together, the sign of the possessive (genitive) case must follow each if each possesses individually, but only the last if the two possess together.

John and Mary's house now came in sight (house belongs to both together). I picked up somebody's hat, either Fanny's or Jenny's.

22. Several words used as a phrase may have the possessive sign at the end.

His grandfather cleaned the Duke of Wellington's boots. This was William the Conqueror's Bible. We came to the captain of the guard's house. This is somebody else's book (better than "somebody's else book").

23. Only animate beings, and especially persons, are usually put in the possessive (genitive) case. An inanimate object is personified by being put in the possessive.

I was frightened at the length of that lesson (not "At that lesson's length"). He was investigating the drainage system of Chicago (not "Chicago's drainage system," for personification would be out of place here). He spoke of the fertility of the land (not "Of the land's fertility"). *Exceptions:* The day's work; the year's returns; Life's journeys; The sun's brightness; For goodness' sake; Art for art's sake.

Assignment 23. As only the names of living beings, and such words as are personified or represented as if they were living, can

be in the possessive (genitive) case, only a few nouns are properly written that way. Go over the list of nouns illustrating the plurals and pick out such as may be properly written as possessives, and write them in both the singular and the plural with the possessive sign. There are twenty-nine, counting only one form for each word.

Assignment 24. Write sentences correctly using each of the following words either in the possessive (genitive) case or in a phrase with *of*, as the character of the word requires: doctor, friend, women, Miss Jones, gentlemen, madam, board of directors, education, question, daughters, catalogues, ladies, teacher, course of study, generals, summer, representative, Mrs. Smith, book, president, relative, government, musician, squirrel, vinegar, village, audience, autumn, feet, voice, bicycle, biscuit, butcher, canyon, cashiers, Christians, cousin, college, customer, czar, decision, description.

Note E. Observe that pronouns never take an apostrophe to denote the possessive: *Its, his, her, hers, your, yours, themselves* (never in the possessive form), *our, ours, their, theirs*. Any case of an apostrophe in connection with the possessive of a pronoun should be reported and two deducted from the score of the team to which the pupil belongs.

24. Advanced. When a verbal noun (gerund) is preceded by the *or a* it must be followed by *of*, and when followed by *of it* must be preceded by an article.

The building of the ship (not "The building the ship"). It is the using of it before *most* (not "The using it before most"). I could not help doing it (not "Doing of it," unless you say, "The doing of it").

Assignment 25. Advanced. Compose ten sentences using a verbal noun (gerund) preceded by *a* or *the*, and ten sentences in which a verbal noun is used without *a* or *the* before it, illustrating the necessity for omitting *of*.

CHAPTER IV

Adjectives

25. A word which modifies a noun or pronoun is called an *adjective*. *Examples:* A *red* wagon, a *happy* child, *splendid* colors, *perfect* lessons. A phrase that modifies a noun is called an *adjective phrase*, and a clause that modifies a noun is called an *adjective clause*.

Examples: He was a man *of straw*. The stick, *being round*, would not go into the square hole.

When a verb asserts that the quality belongs to the noun, the adjective used in the predicate is called a *predicate adjective*. *Examples:* The apples are *red*. The statement seems to be *true*.

Possessive forms of nouns and pronouns are said to be *used as adjectives* (because they modify nouns and pronouns) without being strictly adjectives. *Examples:* That *man's* coat is on fire. He gave me *his* book.

26. *Comparative and Superlative Forms.* A child may be *happy* (positive degree), *happier* (comparative degree), or *happiest* (superlative degree).

When adding *er* and *est* is awkward, we use *more* and *most*: *splendid* (positive), *more splendid* (comparative), *most splendid* (superlative).

A few adjectives are compared irregularly: *good, better, best; bad, worse, worst; many, more, most*.

If a thing is *perfect, round, complete*, it cannot be more so, but may be *more nearly perfect, more nearly round, more nearly complete*.

Assignment 26. Write the comparative and superlative forms of the following words and use each in a sentence: ready, straight, sincere, respectful, new, cordial, favorable, early, certain, complete, circular, sorry, convenient, important, pretty, probable, final, plain, pleasant, athletic.

27. *The adjectives this and that have these and those as plural forms, which can be used only with plural nouns.*

I do not like that kind of apples (not "Those kind of apples"). You have been playing these two hours (not "This two hours"). I can't tolerate that sort of people (not "I can't tolerate those sort of people").

Note F. Some children have the bad habit of saying *them apples* instead of *these apples* or *those apples*. They also stick *here* needlessly after *this* and *there* after *that*, saying "This here apple" or "That there apple." Any person who does that, either in the class or on the playground, anywhere or at any time, should be reported and two deducted from his or her team score.

28. *When two objects are spoken of, the comparative degree is to be used, when more than two, the superlative.*

He was the wealthier man of the two (not "The wealthiest"). She was the youngest of the three sisters (not "The younger of the three sisters").

Was Mr. Jones or Mr. Smith the wealthier? Is John or James the stronger boy? Which is the strongest of you three boys? Who is the strongest in the class?

Assignment 27. Observe that confusion in the use of *these* and *those* arises from the plural noun in a prepositional phrase that follows the singular noun. Write three sentences using each of the following phrases: (this—these) kind of children, (this—these) sort of soldiers, (this—these) few days. Also write sentences using the following correctly in the comparative and superlative degrees to illustrate the difference between references to two and to more than two: old, stingy, coarse-grained, rich, poor, hard-hearted, likable.

CHAPTER V

Adverbs

29. An *adverb* is a word which modifies a verb, adjective, or other adverb. *Examples:* Speak *nicely*, think *clearly*; *very red*, *delicately soft*; *very much pleased*, *fairly full*.

A phrase that modifies a verb is called an *adverbial phrase*. *Examples:* He came *on time* (corresponding to *He came promptly*). He dances *with much grace*.

A subordinate clause which modifies a verb is called an *adverbial clause*.

Adverbs are regularly formed from adjectives by adding *ly*, but there are a few adverbs irregularly formed, such as *often*, *very*, *much*, *well*, *too*, *just*, *now*, *soon*.

Adverbs which end in *ly* are compared by the use of *more* and *most*: *quickly*, *more quickly*, *most quickly*: You can get your lessons *more quickly* than I can (not "You can get your lessons quicker than I can"). Other adverbs add *er* or *est*: *often*, *oftener*, *oftenest*. The irregular adverb *well* uses as comparatives the adjective forms *better* and *best*: I learn my lessons better than you do. Do the best you can.

Adverbs indicate *how*, *when*, *where*, *why* a thing was done, or degree, manner, time, place, and reason or cause.

The chief difficulty in the use of adverbs is that they are likely to get confused with adjectives.

30. *Any word which modifies a verb (or participle), adjective, or other adverb, must be an adverb and not an adjective.*

He does his work very well (not "Very good"). He came here previously to seeing you (not "Previous to seeing you").

He acted conformably with the rules laid down (not "Conformable with the rules laid down"). He was exceedingly kind to me (not "Exceeding kind to me"). He came agreeably to his promise (not "Agreeable to his promise"). He could not have acted more nobly (not "Nobler than he did"). Step quickly (not "Step quick").

Assignment 28. Write two entirely fresh sentences correctly using each of the adverbs *very*, *well*, *previously*, *conformably*, *exceedingly*, *agreeably*, *nobly*, *faithfully*, *happily*, *splendidly*. Then change those sentences so that an adjective would be required. Divide a sheet of paper by a line down the middle and place the adverbial sentences on the left and the sentences with adjectives on the right.

31. *If a word in the predicate really qualifies the meaning of the subject of the sentence, not the action of the verb, it is to be treated as a predicate adjective, not an adverb.*

Predicate adjectives, like predicate pronouns in the nominative, are used after the verbs *to be*, *to appear*, *to seem*, and also the verb *to become*. See Section 3.

Compare—*He is faithful* with *He acts faithfully*, *He seems gentle* with *He steps gently*, *He appears keen and alert* with *He steps alertly and criticizes sharply*.

Assignment 29. Write three sentences using each of the verbs given above which are followed by predicate adjectives (twelve sentences in all), placing them on the left-hand side of a sheet of paper, and then write twelve sentences in which you use the corresponding adverbs with verbs that require adverbs, placing these just to the right of the first sentences.

Also the verbs *to look*, *to smell*, *to taste*, *to feel*, *to sound*, and sometimes other verbs, are followed by predicate adjectives when the quality applies to the subject of the sentence and not to the manner of action in the verb.

He feels bad about it (not "He feels badly," unless you

mean that the feeling is done in a bad manner). He looked white (not "He looked whitely"). He appeared faint (not "He appeared faintly"). The coat felt warm (not "Felt warmly"). The coffee smells good (not "Smells well"). The carriage rides easy (not "Rides easily"). The broom sweeps clean (not "Cleanly"). The tide runs strong (not "Strongly"). That piano sounds poor (not "Sounds poorly"). The milk tastes sour (not "Tastes sourly"). The general stood firm (not "Firmly"). The wind blows cold (not "Blows coldly"). The shutters are painted green (not "Are painted greenly").

The general stood so that he *was firm*, The shutters are painted so that they *are green*, The carriage rides so that it *seems to be easy*.

Assignment 30. There are thirteen illustrative sentences above: write two sentences similar to each, using the same verb but finding a fresh predicate adjective and other words for each sentence.

32. When adjectives are placed before verbals (participles) they should combine with them by means of a hyphen; otherwise an adverb must be used.

He was a good-looking boy. He was a hard-headed man. He was a well dressed fellow (adverb, no hyphen). It was a bad-tasting apple. It is a cold-blowing wind. He opened the green-painted shutters. This is a warm-feeling coat.

Observe that these adjective compounds correspond with the predicate adjectives above.

Assignment 31. Take the twenty-six sentences written for Assignment 30 and combine the predicate adjectives with participles of the verbs so as to make hyphenated compounds (or show that this would not make good sense), and then beside each write the corresponding adverb with a participle (as two words).

33. Negatives. The chief negative is the adverb *not*,

which is often placed in the middle of a verb phrase, as "Does he not like me?" The corresponding adjective is *no*, as "No man can tell me that." The prefixes *un* and sometimes *in* (also *non*) indicate a negative or opposite meaning, as in *unable* and *indecision*. Sometimes a negative suggestion is conveyed by such a word as *hardly*: He is hardly able (meaning, He is not quite able).

34. *Two negatives make an affirmative in English.*

I don't do anything of the kind (not "I don't do nothing of the kind"). He need not, and does not lessen his operations on my account (not "Nor does not"). I have received no information, either from him or his friends (not "Neither from him nor his friends"). I hardly know what to do (not "I don't hardly know"). I scarcely know how to thank you (not "I don't scarcely"). He was not unable to carry out his plan (that is, he was able). His language, though inelegant, is not ungrammatical (that is, it is grammatical).

Assignment 32. There are seven illustrative sentences above. Write four sentences similar to each, retaining the key negative and the form of construction, but otherwise changing them as much as possible.

35. *Adverb and adjective modifiers should be placed close to the words they modify, else the meaning may be changed.*

Lost by a gentleman, a Scotch terrier with his ears cut close (not "Lost, a Scotch terrier, by a gentleman, with his ears cut close"). He could see his way only by the help of a lantern (not "He could only see his way"). I mentioned only one of the charges to him (not "I only mentioned one of the charges to him"). I remember scarcely ever to have had a harder time of it (not "I scarcely ever remember").

Compare the *dangling participle*, Section 16.

Assignment 33. Rewrite the following correctly: A sign reads, "To be disposed of, a mail wagon, the property of a gentleman with removable headpiece as good as new."

Patrolman Jenkins ordered him to drop his knife, but he failed to obey, and, in consequence, was shot in the west end or thereabouts.

George Bascom, the well known Transcript man, had the misfortune yesterday to drop a heavy plank upon one of his toes, breaking it in two places.

Please order the furniture plant of the Joliet Prison to manufacture for this institution six small tables such as women use who sew with folding legs.

The engagement of Miss Margaret Ballantine, daughter of Mr. B. Ballantine, has been announced to Arthur Croxson.

Will you give me your price on ground feed per ton? I farm a little and want this to feed myself.

CHAPTER VI

Conjunctions and Prepositions*

36. A preposition introduces a noun or pronoun, a conjunction introduces a subordinate sentence. A noun or pronoun introduced by a preposition is in the objective case, while a noun or pronoun following a conjunction is the subject of an implied verb and must be in the subjective case.

Like is a preposition and *as* and *than* are conjunctions. We say, "He is like me," "He acts like me" (not "Like I do"), but "He acts as I do," "I am older than he (is)" (not "older than him").

Note G. Any pupil caught in the classroom or on the playground or anywhere else saying "like I do" or "like he does" or anything similar, should be reported and two points should be deducted from the score of his or her team for each violation.

37. *Advanced.* When two words connected by a conjunction are such as to require different prepositions after them, both prepositions must be given.

He has made alterations in the work and additions to it (not "He has made alterations and additions to the work"). You may use stories and anecdotes, and ought to do so (not "You may and ought to use stories and anecdotes"). Compare their poverty with what they might possess, and ought to (not "What they might and ought to possess"). He entered without seeing her or being seen by her (not "Without seeing or being seen by her").

*See Part I, Secs. 9, 11, and 14.

Assignment 34. Advanced. Compose three original sentences similar to each of the illustrations above, in which there might be a temptation to omit the second preposition.

38. Advanced. *Do not connect different constructions by a coordinate conjunction.*

Neither have we forgot his past, nor do we despair of his present (not "Neither have we forgot his past, nor despair of his present"). Facts too well known and too obvious to be insisted on (not "Too well known and obvious to be insisted on"). Every man of taste, who possesses an elevated mind, ought to feel grateful to the promoters of this exposition (not "Every man of taste, and possessing an elevated mind"). They very seldom trouble themselves with inquiries, or with making useful observations (not "With inquiries or making useful observations").

Assignment 35. Advanced. Compose three sentences similar to each of the four illustrations above, in which there might naturally be a temptation to connect different constructions by *and* or *or*.

39. Advanced. *A conjunction should not be used with a relative pronoun or adverb, since such pronoun or adverb is itself conjunctive, unless there are two such pronouns or adverbs to be joined.*

The distinguishing excellence of Virgil, which in my opinion he possesses beyond all poets (not "And which in my opinion"). He left a son of a singular character, who behaved so ill he was put in prison (not "And who behaved so ill"). It would be correct, however, to say, "Mr. Brown gave me back the rake which he borrowed from us *and which* he has kept in his barn ever since," since *and* properly connects the two which-clauses.

Assignment 36. *Advanced.* Compose five sentences in which a conjunction may properly be used between two relatives such as *which*, *who*, *that*, *what*, *where*, *when*, *while*, and then change one of the clauses to some other construction so that need for the *and* or *or* is done away with and they must be omitted.

CHAPTER VII

Miscellaneous Expressions to Avoid

40. Henry and John are alike (not “both alike,” as *both* and *alike* express the same idea).

Divide it between you two, or among the three of you (*between* two, *among* three or more).

A hero, a horse, a healthy location; an historical, an habitual (*a* is best before accented syllables beginning with *h*, *an* before unaccented).

Et cetera, abbreviated to *etc.*, is Latin for *and others*, so *and etc.* is *and and others*.

You live *at* a small town, and *in* a big one; you arrive *at* a place that is almost a point, or *in* a city covering many square miles, or a state.

Do not *split* an infinitive by placing an adverb between the sign *to* and the verb. Say, We made up our minds to go carefully over the ground (not “to carefully go over the ground”).

Since a *widow* is a woman, it is unnecessary to speak of a *widow woman*.

Unless he gives me money (not “*Without* he gives me money,” since *without* is a preposition and cannot be used as a conjunction).

It is a vulgarism to say *real hot*, *real cold*, *real nice* for *very hot*, *very cold*, *very nice*.

Never fall *off of* a wagon when you mean “fall off a wagon.”

A *light-complexioned* person, or a person with a light com-

plexion (not “a *light-completed* person”—*completed* is not a proper word).

I am allowed to go to parties only on Saturday nights (not “I am *not* allowed to go only on Saturday nights”—the *not* is unnecessary).

Don’t worry, mother (not “Don’t worry *any*”—*any* is unnecessary and wrong).

Use the short form of *and* in any company name, as Marshall Brown & Co. (not “Marshall Brown and Company”), but do not use short *and* (&) in the body of a letter.

Respectfully yours (not “*Respectively yours*”).

I am somewhat better (not “*some* better”).

Will you go somewhere with me tonight? (not “go *some place*”).

Zero is called *naught* (not “*aught*”).

We have a beginner in our school (not “a new beginner,” since all beginners are new).

Don’t say “Isn’t that *nice*?” “She is a *nice* girl.” “The pie is *nice*.” It is a good word in its place, but don’t work it to death.

O John, come here! Oh, is that you, John? (Use *O* in addressing a person by name, but *oh* as an exclamation by itself.)

I have received your letter and thank you for it (not “for same,” an objectionable commercial usage that good business men are now avoiding).

This is *not so* good as that (not “not as good”—*so* should always be used after negatives).

We stay at a hotel over night (not “*stop* at a hotel”).

We smell the odor of the rose (not “smell *of* the rose”). We taste the apple sauce (not “taste *of* it”).

Don’t overwork *splendid* by applying it to things that have no real *splendor*—for example, “a *splendid* cup of tea.” Do

not overwork *awful* by applying it to things that do not make you to feel real *awe*—for example, “The *custard* was *awful nice*.”

“*Sure!*” is too Irish for common Americans to use all the time.

Be careful not to write *could of* for *could have*, *would of* for *would have*, *had of* for *had have*.

Let us try *to* do it (not “try *and* do it”).

There were fewer men and less ammunition (not “less n.en”).

Avoid *proven* for *proved*, as it is antiquated. Say, He hasn’t proved his claim (not “proven his claim”).

I haven’t gone as far as that (not “that far”). I haven’t done so much as that (not “that much”).

One thing is *different from* another (not “*different than*” or “*different to*”).

I will not go *unless* Henry goes too (not “*except* Henry goes too,” since *except* is a preposition and cannot be used as a conjunction).

I suppose he did as you say (not “I *expect* he did,” since there is no expectation in such a case).

I ought not to do that, ought I? (not “I *hadn’t ought* to do that, *had I?*”).

A person goes *into* the house, and then he is *in* a room (not “A person goes *in the house*,” since *into* signifies motion, and *in* rest).

You teach a boy, and the boy learns (not “You *learn* a boy his lesson,” since *learn* is an intransitive verb, which never takes an object).

We love our friends and like good things to eat. Don’t say, I *love apple pie*.

That boy stays away from school almost every day (not “most every day”).

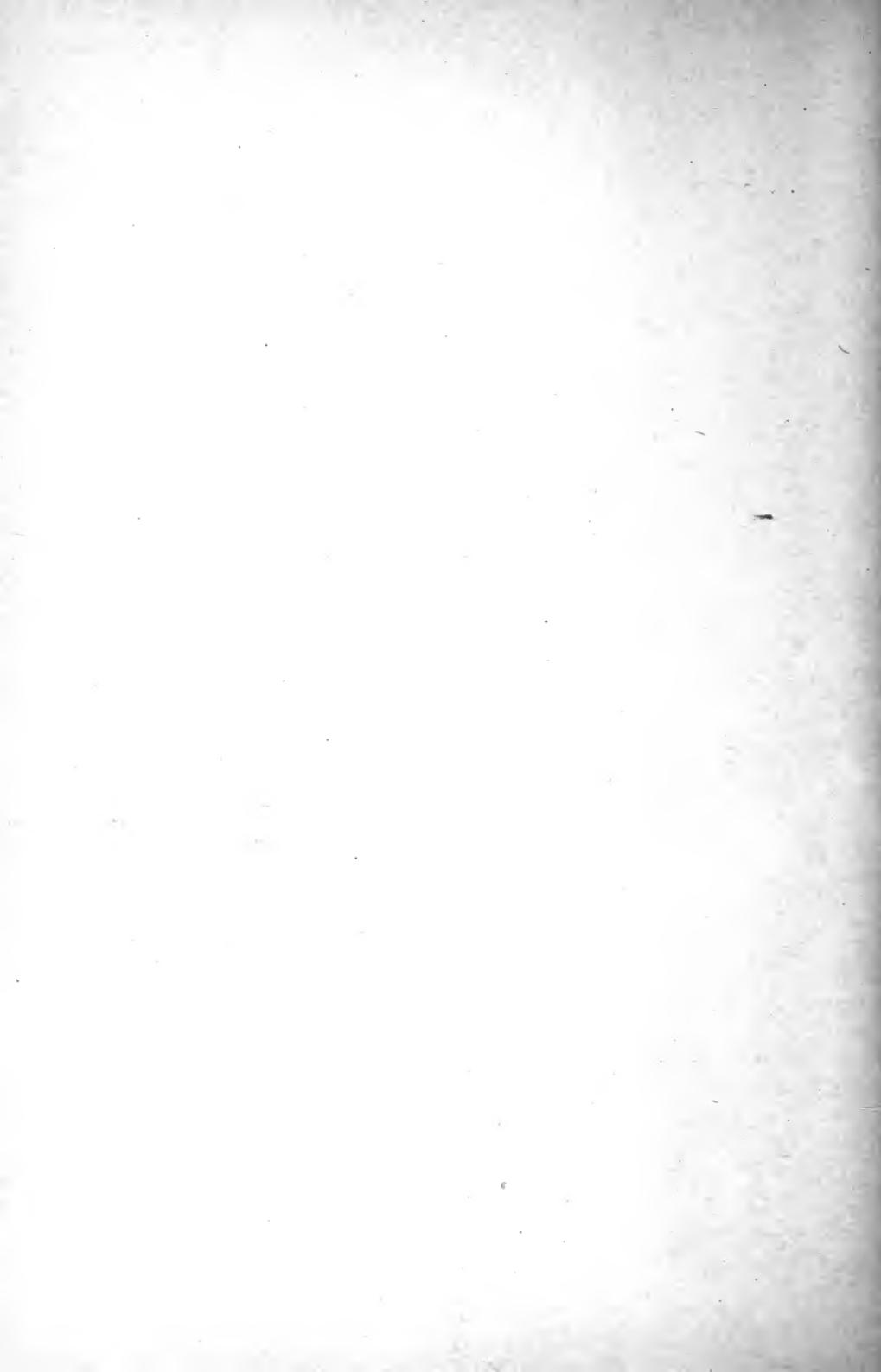
I went to the party (not "I got to go to the party").

We are *very much* pleased to see you (not, "We are very pleased," since *very* should never modify a verb direct).

Let John and me go (not "Let John and myself go," since the intensive pronouns *myself*, *yourself*, *himself*, *herself*, *ourselves*, *themselves* should never be used as independent pronouns).

(Look out for confusion of *to*, *too*, and *two*, and of *there*, *their*, and *they*, covered in Cody's "100% Speller.")

Note H. Any pupil using one of these expressions incorrectly should be reported, and two deducted from the score of the team to which he or she belongs.



**PRACTICE EXERCISES ON GRAMMATICAL
CORRECTNESS**

(Patented Oct. 15, 1918; other patents pending)

Mark the pad only. In the textbook merely check points where errors were found when pad was corrected, as an assignment for study.

Test Exercise on Sections 1 and 2

Draw a line through the wrong forms when two or more are given in parentheses:

1	2

1. (She and her mother—Her and her mother) were at the ball. What was it (you and Clara and me—you and Clara and I) saw Mrs. Fiske in last winter?

2. This is a secret between (you and me—you and I). It is a matter for (you or he—you or him).

3. (Who—whom) will the paper be read by? (Whom—who) will you see to-day?

4. Does that apply to (us older boys—we older boys). Is everybody going, including (him and her—he and she)?

5. Let (you and I—you and me) go to the postoffice. (Let's us—let us—let's) go to the camp to-day. Make (him and her—him and she—he and she) do the work.

6. When (Molly and me—Molly and I) saw him stretched out, we thought he was dead. We were up at his house, and (him—he) and Jenny and Sadie planned the whole thing.

7. The flag was given by my mother (and me—and I). We entered the theater with (he and John—him and John).

8. The hero stood directly between the grandstand and (we—us). It can't make much difference to persons like (you and I—you and me). (Whom—who) was the prize awarded to? (Whom—who) was awarded the prize?

9. All the officers' positions were given to (us seniors—we seniors). The peopl in our office all had to register, including (Joe and I—Joe and me).

10. Have (Jenny and her—Jenny and she) call on me to-night. Let your brother and you and (he—him) distribute the mail. Make Mrs. Jones and (her—she) give up their tickets. (Let's—Let us) salute.

Total

Test Exercise on Section 3

Cross out the wrong forms:

That is supposed to be (he—him). I should think it must be (her—she). Whom do you see down the road? That appears to be (him—he). Are those boys the champions? Those are (they—them). Who was it broke the glass? (We—us.) Did you spill this water on the floor? Yes, it was (I—me). Who was it knocked at my door last night? That was (I—me). Were the men who passed just now General Allenby and his staff? Yes, those were (they—them). Have they caught the burglar? The man they have seems to be (he—him). Is that a picture of your friend Mrs. Rankin? That certainly appears to be (she—her).

Total

1	2

Test Exercise on Section 4

Fill in mentally the missing verbs or prepositions before deciding which form to cross out:

Tom Allen says no boy in his class got a mark in arithmetic as high as (he—him). Those are dukes: are there any peers in England who rank higher than (they—them)? Helen says her mother ought to punish John as severely as (she—her). I'd as soon go with Will as (him—he). Would you say of President Wilson that no modern author is a more forceful writer than (he—him)? Mrs. Jones wants to know if you would rather accompany Mr. Franklin than (her—she)? Which will you go with, (me—I) or (they—them)? Mr. Norton says the Rankins are much richer than (him—he). I should think Mr. Norton was at least as well off as (they—them). Do you condemn me as severely as (her—she) who really hatched the plot?

1	2

Review

(Who—whom) is the position to be held by? Will you ask your father to accompany Mary and you and (me—I)? Do you think the younger boys will be as successful as Henry and (me—I)? Who will go for a bucket of water? (I—me). To whom does this knife belong? (He—him).

Total

Test Exercise on Sections 5 and 6

Draw a line through the wrong form in parentheses:

1 2

1. Each of those young men (has his—have their) own way of doing the work.
2. All those young men (have their—has his) overcoat on.
3. Every little plant and twig (was bursting its way—were bursting their way) into life.
4. Everybody seemed to be doing as (they—he) liked.
5. One will sacrifice a great deal to secure the freedom to live the life (they prefer—he prefers).
6. Every sailor in the navy, every soldier in the army, and every officer in those special branches of government service (is—are) expected to assign a part of (his—their) pay to (his family—their families).
7. Each mother, each son or daughter under sixteen will be entitled to a pension if dependent and (his—their) father or husband is killed in army or navy war service.
8. Somebody left (his—their) rubbers in the hall last night.
9. The prize was given to me, who (am—are) class leader for this semester.
10. The old man's gardener, and his coachman, and his washerwoman called for (their—his) wages and gave notice (they—he) would leave.
11. Was it the old man's gardener, or his coachman, or his washerwoman who called for (his—their) wages?
12. Every flirtatious young girl in the crowd seemed to have (his—her—their) eye on a sailor.
13. The ladies and gentlemen left — (insert possessive pronoun) wraps in the anteroom.
14. Every gentleman and lady left (his—their) wraps in the anteroom.
15. Has any lady or gentleman present lost (his—their) dinner ticket?
16. Everybody brought (his—their) lunch.
17. Nobody missed (his—their) train.
18. Was it Mrs. Scott or Mr. Jarvis who trumped (his—their) partner's ace three times?
19. I have a little book for him or her who shows a perfect score in (his—their) game of whist tonight.
20. Has anybody in the room dropped (their—his) knife?

Total

Test Exercise on Sections 7, 8, and 9

In the following mark out the wrong form when two or more are given in parentheses:

1. Every one of those sparrows (is—are) flying toward us.
2. Each of the millions of human beings (has—have) a heart.
3. Jack and I (are—am) on our way to the hall.
4. Jack or I (are—am) on the list for a commission.
5. Neither of the two (is—are) likely to get a commission.
6. Either of those women (know—knows) the answer.
7. A feature of this locomotive (is—are) the heavy wheels.
8. Not all citizens of America (sing—sings) the national anthem.
9. Not every citizen of America (sings—sing) the national anthem.
10. Mrs. Jones or Mrs. Hatton or Miss Emmons (is—are) to entertain the club next time.
11. Fellow club members, you and I (am—are) to make up this chorus.
12. Fellow club members, (am—are—is) you or I to lead this chorus?
13. Fellow club members, either you or I (are—am) going to pay this little bill.
14. All this talk (don't—doesn't) affect me in the least.
15. It (ain't—isn't) the money I care for.
16. I'm going to have a piece of cake, (ain't—aren't—what?) I?
17. (Don't—doesn't) he like your way of doing things?
18. Those boys (ain't—aren't) studying their lessons.
19. (Don't—doesn't) this class like arithmetic?
20. (Isn't—ain't) our team going to play Saturday? No, (they ain't—it ain't—it isn't).
21. I am going too, (aren't I—ain't I—am I not)?
22. He said that every one of those ten million stars (are—is) a sun.
23. Give the prize to each of those boys who (leads his class—lead their class) in some subject.
24. (Are—is) the five infantry companies, or only the machine gun unit, to go into battle?
25. Harry Standish, along with Joe Bicknell and James Ford, (was—were) elected on the Republican ticket.

1	2
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Total

Test Exercise on Section 10

Draw a line through the wrong form:

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1. The Company (has—have) issued its financial statement.
2. Our factory (have—has) established new rules for employees.
3. The United States Army in France (have—has) fought well.
4. An army of laboring men (was—were) pouring over the bridge.
5. A few of the men (was—were) running.
6. A number of the men (was—were) running.
7. The number of men on the list (were—was) fifty.
8. A fixed number of men (is—are) drawn each year.
9. None to the men of our day (speaks—speak) so clearly as Wilson.
10. None of the Fifth Regiment (were—was) wounded.
11. The Jones Brothers Co. (have—has) joined the society.
12. Jones Brothers (have—has) joined the society.
13. Tait & Co. (have—has) joined the society.
14. Lloyd George's cabinet (have—has) decided to resign.
15. Mamie Brown, together with six other girls and five boys, (have—has) appeared for examination.
16. Each of the sixteen companies of infantry and three companies of artillery (is—are) on parade.
17. Several of the sixteen companies of infantry and three companies of artillery (is—are) on parade.
18. Every one of the forty-seven boys and the A division of girls (was—were) promoted.
19. The President's staff, including Major-General Wood, Colonel Lansing, and Major Downing, (are—is) leading the procession.
20. The first essential in choosing your studies (is—are) definite aims.
21. Captain Jones, as well as the sailors, (has—have) been wounded.
22. None of the fifty men (are—is) eligible.
23. Our class of ninety-five (has—have) just graduated.
24. The congregation of the Episcopal church (are—is) voting for a pastor.
25. The United States (is—are) demanding reciprocity.

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First Test Exercise on Section 11

Cross out the wrong form in parentheses:

1. I (awoke—awaked) at five o'clock this morning.
2. When I had fully (awaked—awoke) I was frightened.
3. The boys (done—did) their work excellently.
4. Has the horse (drunk—drank) yet?
5. It was so hot I (drunk—drank) a large glass of water.
6. I (gave—give) him three cents for a paper last night.
7. Just as he (laid—lay) down to sleep, the alarm went off.
8. Had the rug (lain—laid) there long?
9. The boy (lay—laid) the book on his desk.
10. Just as the boy had (laid—lain) the book on his desk, he fainted.
11. Has the bell (rung—rang) ?
12. He (rung—rang) the bell.
13. Was that a mouse that (ran—run) along the floor?
14. The poor woman (shrunk—shrank) back at the insult.
15. The choir has just (sung—sang) an anthem.
16. When was it the choir (sung—sang) this anthem?
17. The old man (sunk—sank) to the ground.
18. A squirrel (sprung—sprang) from a tree to the roof.
19. Had the lad (sprung—sprang) up when you came in?
20. When was it that Leander (swum—swam) the Hellespont?
21. The sailor had (swum—swam) for an hour in the cold water.
22. You seem to have (woven—wove) this basket neatly.

Total

1	2
---	---

Cross out the wrong form and write in the correct one:

23. She had (wrote) me a letter.
24. I have (went) three times to school this term.
25. I saw the bird had (flew) over my head.

Total

1	2
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Second Test Exercise on Section 11

If the word in each parenthesis in the following sentences is wrong, write the correct word in the blank space and cross out the wrong word; but if it is correct, draw a straight line through the blank space:

1. He had (rose—) to a high position in politics.
2. I tell you that I (seen—) him do the deed.
3. Have you (spoke—) to him yet?
4. The alarm-clock (awoke—) me.
5. Did you say you (done—) the job?
6. The cat had (eat—) all the meat.
7. Did you hear him say he had (went—) to town?
8. The bellman had (rang—) the bell.
9. The great ship (sank—) rapidly.
10. The great ship had (sank—) rapidly.
11. The boy declared the girl had (threw—) the ball.
12. The boy has just (come—) in.
13. My father (wrote—) that letter.
14. I told him my father had (wrote—) that letter.
15. Had the French at that time (drove—) the Germans back?
16. The Indians had (wove—) a beautiful rug.
17. Do you admit you have (drank—) all the water?
18. Did you say, "I (drunk—) all the water?"
19. Did you say the hay was all (blew—) away?
20. Had the dog (ate—) the bird?
21. The naturalist thought the bird had (flew—) a hundred miles.
22. I (done—) exactly as you told me to.
23. The boy was crying because he had (tore—) his pants.
24. I know quite well that you have (ridden—) part way home.
25. Pershing had only a few weeks before (came—) into France.

1	2
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Total

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First Test Exercise on Section 12

1. I refuse to (except—accept) your offer.
2. The teacher (excepted—accepted) her from the requirement because she was ill.
3. Hadn't you better go and (lie—lay) down for a rest?
4. The nurses (lay—laid) the wounded on the floor.
5. The forms of men and women exhumed at Pompeii had (laid—lain) there for centuries.
6. Were you (laying—lying) down when I came in?
7. The man (lay—laid) all the blame on me.
8. (Sit—set) the lamp on the table.
9. The young people had been (setting—sitting) on the sofa for an hour.
10. The hen is (setting—sitting) on the eggs.
11. I had just come in and (sat—set) down.
12. I had just come in and (sat—set) the lamp on the table.
13. (Let—leave) me go.
14. The men (rose—raised) the roof up an inch.
15. The child (rose—raised) right up in bed.
16. I am asking for a (raise—rise) of salary.
17. Can he (rise—raise) from the floor?
18. Can he (rise—raise) himself from the floor?
19. In the spring freshet the creek had (overflowed—overflowed) its banks.
20. The thief had (flown—fled) down a dark alley.
21. The soldiers were (flying—fleeing) down the road before the hostile army.
22. (May—can) I have the pleasure of your company tonight?
23. You (can—may) go to get a drink.
24. The (loose—lose) chain caused her to (lose—loose) her glasses.

1 2

Total

Second Test Exercise on Section 12

Draw a line through the wrong form when two or more are given in parentheses:

1. Do you say, "I (will—shall) do it whether you forbid it or not"?
2. I (shall—will) do it if I live till next year.
3. I (shall—will) be glad to see you.
4. We (shall—will) be pleased to grant your request.
5. You (shall—will) not get the position if I can prevent it.
6. It seems to me very unlikely that he (shall—will) get the job.
7. He says he (shall—will) be there on time.
8. It seems quite clear to me that the French (shall—will) soon rebuild their country.
9. The French say that they (shall—will) soon rebuild their country.
10. The French say they (will—shall) accept the offer if urged to do so.
11. Do you say you (shall—will) do it in spite of everything?
12. Do you say you (shall—will) do it if the opportunity offers?
13. The men say they (will—shall) accept the settlement.
14. I am quite sure I (should—would) enjoy that play.
15. I am quite sure you (should—would) enjoy that play.
16. I am quite sure my sister (would—should) enjoy that play.
17. She thought she (would—should) enjoy that play.
18. She told him he (should—would) do as he was told.
19. The strikers say they (will—shall) not return even if wages are raised 10 per cent.
20. (Should—would) you like to go with me?
21. He said he (should—would) like to go with me.
22. The Americans (will—shall) hold the line even if assaulted by double their number.
23. I (will—shall) be much pleased to fill your order immediately.
24. They said they (would—should) be much pleased to accept.
25. I know you (would—should) be glad to accept.

1	2
---	---

Total

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Test Exercise on Section 13

Draw a line through the wrong form when two or more are given in parentheses:

1. Napoleon (surrendered—has surrendered) in 1814.
2. The armistice (was signed—has been signed) early this morning.
3. I (heard—have heard) the bells ringing all the morning.
4. I (just heard—have just heard) the announcement of the victory.
5. The amount received so far (has not equaled—did not equal) the interest on the loan.
6. Before you entered the President (has made—made) his speech.
7. We do not know what (has happened—happened) yesterday.
8. We do not know what (has happened—happened) since yesterday.
9. (Was he already looking—did he already look) better?
10. (Haven't you heard—didn't you hear) from your sister yet?
11. I (have mentioned—mentioned) it to him after I talked with you.
12. I (have not mentioned—did not mention) it to him so far.
13. I (have mentioned—mentioned) it to him yesterday.
14. Was it last week you (have finished—finished) the work?
15. When I saw you I (hadn't heard—didn't hear) from him.
16. And I (haven't heard—didn't hear) from him yet.
17. The lady says she (has been told—was told) after we talked with her.
18. The lady says she (has been told—was told) since we talked with her.

Total

Test Exercise on Section 40

Correct the following sentences on this sheet, or if two forms are given in parentheses, cross out the wrong one:

1. My sister is very dark-completed.
2. I strongly advise you to thoughtfully consider the matter.
3. I shouldn't care to go without she invites me.
4. Do you live at Chicago or in Canterbury Center?
5. At the restaurant we ordered soup, roast, pie, and the *et ceteras*.
6. She gave (a—an) hearty laugh. We lived at (a—an) hotel. He was (a—an) habitual drunkard.
7. Divide the apples between the entire class.
8. Your brothers are not both alike in the iron business.
9. She never called on me only when she was sent.
10. The letter was signed "Yours respectively."
11. You needn't hurry any, Fanny.
12. Are you going with me some place tonight?
13. Jennie was a new beginner among our stenographers.
14. (Oh—O) Mary, why did you do it? (Oh—O), why did you do it?
15. Your order received, and same is having our attention.
16. Just smell of that sour milk!
17. I could of had the job if I'd of wanted it.
18. Are there less stenographers in your office than in ours?
19. Oh, that is very different than anything I have seen.
20. I shouldn't be willing to go that far.
21. You can't have this job except you are willing to work hard.
22. I ought not to do that, had I?
23. I will learn my dog that trick.
24. Did you get to see him when you were in town?
25. We are very pleased to grant your request.
26. Why don't your brother and yourself buy the house?
27. They are too persons who like to go too town too often.
28. Their are twenty of them in all.

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Total

REVIEW CHECK-UP TEST ON GRAMMAR

Since the principles covered in the first thirteen sections of the text represent more than half of all errors commonly made, a short course should concentrate on the fullest mastery of these sections and the Miscellaneous Expressions to Avoid in Section 40. After these sections have been covered by the exercises in the text and the special test exercises (available in pad form), the following review will show the principles which need further study. If every sentence under any section is correctly marked in the test, that would indicate that the principle of that section is understood, but if there is a single error in the group of test sentences under any section except Section 11, it should be assumed that the principle of that section is not thoroughly understood and it should be carefully reviewed, especially through writing more sentences illustrating the principle, according to the assignment found in the text. Section 11 is simply a check-up of individual verbs, and only the verbs on which errors are made need study.

The remaining sections should then be covered rapidly with the assignments in the text and the general test beginning with the 100th sentence.

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

Section 1.

1. (We—us) boys had a stag party.
2. Do you remember when Joe and Mabel and (me—I) fell into the lake?

1	2

Section 2.

3. We will leave it to Masie and Molly and (her—she).
4. You have beaten Henry and (I—me).
5. Let John and (he—him) run the car.
6. (Who—whom) will you invite?
7. (Who—whom) will you give the book to?

Total

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

1	2
---	---

Section 3.

8. (Who—whom) does that appear to be?
9. (Who—whom) was that? That was either Helen or (I—me).
10. (Who—whom) do you think that is? That picture is supposed to be Joe and (her—she).
11. Do you think those were the Joneses? Those must have been (them—they).

Section 4.

12. You are ever so much smarter than (me—I).
13. Can you run as fast as (he—him)?
14. Which do you like best, Helen or (me—I)?
15. Helen was so meek, her mother scolded John worse than (her—she).

Section 5.

16. Each of the girls will wear (her sunbonnet—their sunbonnets).
17. Everybody must be on hand with (his rake—their rakes).
18. All members of the class must be on hand with (his rake—their rakes).
19. Somebody will be sorry (he—they) didn't tell the truth.
20. The class will average up to (their—its) last year's record.
21. Every boy and girl in the high school will be obliged to study some of (their—his) lessons at home.

Section 6.

22. What will you give to John and Mary for doing (their—his) lessons correctly?
23. Will you give an apple to John or Mary for finishing (his—her) lessons first?
24. Either Miss Samuels or Mr. Hartley will have to give up (his—their) position.

Note A. Advanced.

25. Will you give the prize to (whoever—whomever) makes the best time?
26. I shall appoint (whomever—whoever) under the circumstances we agree is the most competent.

Total	
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Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number: 1

1 2

Sections 7, 8.

27. Every pupil in this room (is—are) expected to be on hand at eight o'clock sharp.

28. Each of those million little twinkling stars (is—are) billions of miles away.

29. (Do—does) Henry and you take part in the program?

30. (Do—does) Henry or you take part in the program?

31. You or John or I (is—am—are) obliged to take the responsibility.

1

Section 9.

- Section 9.
32. Now, Henry, that (doesn't—don't) look right.
33. I am going to town with the team, (ain't—aren't—what?)

I?

34. Mary (don't—doesn't) need to go today.
35. (Isn't—aren't—ain't) the class agreed?

Section 10. Advanced.

- Section 18. Advanced.

36. The J. I. Case Company (have—has) subscribed 25.
37. The Company (has—have) raised my pay.
38. Henry Durand & Co. (have—has) subscribed \$25.
39. None of these boys (have—has) made 100%.
40. A number of these boys (have—has) made 100%.
41. What is the exact number of pencils that (go—goes) in
this box?

Note C. Advanced.

42. Sixteen hundred dollars (is—are) more than I can afford.
43. Politics (doesn't—don't) appeal to many men.
44. Athletics (flourish—flourishes) in our college.
45. By (this—these) means we pulled him out of the well.
46. Tidings of the victory (have—has) just arrived from Europe.

Section II.

47. Early this morning I had just (awaked—awoke).
 48. Just then I (come—came) in. Has he (come—came) back yet?
 49. Have you (bore—borne) such a heavy load before?
 50. Has the wind (blown—blew) down all the oats?
 51. How many delegates has the convention (chose—chosen)?
 52. Henry and I (done—did) the work. Has that little runt (did—done) the same thing again?

Total

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

1 2

53. Did you say Harrison had (drew—drawn) the knife out?
54. The horse has (drunk—drank) a bucket of water. The horse (drunk—drank) a bucket of water.
55. Were the sheep all (drove—driven) into the yard?
56. Has the cat (eat—eaten—ate) that bowl of mush? Yesterday morning she (eat—ate) more than that.
57. How far has he (fell—fallen)?
58. How far had the bird (flew—flown)?
59. Last night John (give—gave) me all his marbles. Has he really (given—gave) you all he had?
60. He had hardly (gone—went) a block before a policeman stopped him.
61. When all those chickens have (grown—grew) up, you will have a fine flock.
62. What would you have done if you had (knew—known)?
63. The horseman had already (rode—ridden) fifty miles.
64. Just before nine the bell was (rung—rang).
65. After school last night I (run—ran) in to see you. I have just (run—ran) in to see you.
66. The boy (saw—seen) the whole thing. Have you (saw—seen) him yet?
67. I tell you, he was badly (shook—shaken) up.
68. Have those blankets (shrunk—shrank) six inches?
69. After they had (sang—sung) a song they went out.
70. The principal has just (spoke—spoken) to me about it.
71. The cat had just (sprang—sprung) at the bird.
72. I saw the dog before it had (stole—stolen) the meat.
73. Did you say you had (swum—swam) across the lake?
74. The janitor has (taken—took) my books.
75. When she had (tore—torn) off a piece of cloth, she tied up my finger.
76. That paper was (thrown—threw) out the window.
77. Has the Indian (wove—woven) this basket?
78. Before you had (wrote—written) me I had found out about it.
- Note D.
79. She says to me, All right. Then (say—says) I to her, Come along.

Total

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

Section 12.

80. Before ten I (laid—lay) down on the sofa, having (laid—lain) my book on the table.

81. I saw the knife (lying—laying) there. There is where the knife was (laid—lain). My mother had just (lain—laid) down.

82. The hen was (setting—sitting) on the nest. (Sit—set) the lamp on the table.

83. I had just (set—sat) down when Julia came in and (sat—set) this flowerpot on the stand.

84. Did you say you would (let—leave) him go with me?

85. The poor bird then (raised—rose) its head. A moment later it (raised—rose) right up.

86. The hawk had (flew—flown) all around the place. For twenty years the little brook had (flown—flowed) by the house.

87. It was reported that the robber had (flown—fled). It was reported that the river had (overflowed—overflown) its banks.

88. (Can—may) I write this with ink? You and Helen (may—can) get a drink.

89. Did you (lose—loose) your book? Your dress seems to be very (lose—loose).

90. (Shall—will) we have an examination tomorrow? Yes, you (will—shall) have one.

91. I (should—would) be pleased to see you in the morning.

92. (Should—would) you like to have a motor? Yes, I (should—would).

93. (Shall—will) he be compelled to obey you? I am determined that he (shall—will).

94. He says he (should—would) like to go too.

Section 13.

95. Oh, yes, she (has called—called) me up last night.

96. Already I (have met—met) Mr. Jones.

97. My friends (gave—have given) me many courtesies since I came to this town.

98. You (made—have made) a score of 98 so far.

99. My daughter (has met—met) the lady before this. My daughter (met—has met) the lady before you introduced her.

Total

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

1	2
---	---

Section 14. Advanced.

100. Helen was very anxious (to graduate—to have graduated*) in June.

101. I have seen my father every time I (came—have come).

102. He says he should very much have liked (to accompany—to have accompanied) us.

103. Did you say Washington (was—is) situated on the Potomac?

Section 15. Advanced.

104. We all wish he (were—was) going with us.

105. I should be surprised if Joe (was—were) at the head of his class. What would you do if you (was—were) he?

106. His teacher was uncertain whether Joe (was—were) at the head of his class.

Section 16. Advanced.

107. While standing on the sidewalk, a piece of stone flew up and hit me.—While standing on the sidewalk I was hit by a piece of stone that flew up.

108. By studying as hard as you can, there is no danger you will fail to pass.—By studying as hard as you can, you are sure to avoid the danger of failing to pass.

109. Referring to your letter just received, what settlement do you suggest?—With reference to your letter just received, may I ask what settlement you suggest?

Section 17. Advanced.

110. I saw (him—his) coming in at the gate.

111. Have you heard the news of (John's—John) joining the army?

Section 18. Advanced.

112. Has there been a report on next Monday being a holiday?—Has there been any report as to whether next Monday will be a holiday?

Section 19.

113. Write the plural of—church, piano, tomato, turkey, thief, handkerchief, himself, foot, ox, son-in-law, cupful, sheep.

114. *Advanced.* Write the plural of—phenomenon, alumnus, alumna, datum, stratum, beau, formula, memorandum, analysis, crisis, basis, oasis, manservant, Knight Templar, physics, news, athletics, a, 2, c, people, die, penny.

Total

*Correct, though some purists would insist on *to be graduated*, *to have been graduated*.

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

Section 20.

115. Write the possessive singular (and plural if there is a plural form) of each of the following: Henry Church, Janes, fairy, child, lady.

Section 21.

116. Mrs. Smith and Mrs. Jones have one house, and we speak of it as (Mrs. Smith's and Mrs. Jones's—Mrs. Smith and Mrs. Jones's) house.

117. John has books and Mary has books, and we speak of them as (John and Mary's—John's and Mary's) books.

Section 22.

118. Write the possessive form of—superintendent of schools, Lincoln the Emancipator, corporal of the guard.

Section 23.

119. What is that book's thickness?—What is the thickness of that book?

120. Have you seen today's score?—The score of today?

121. For (goodness'—goodness's) sake!

Note E.

122. I sign myself (your's truly—yours truly). The child has lost (it's—its) top. That girl has lost (her's—hers) also.

Section 24. Advanced.

123. Do you approve of (doing problems on the board—doing of problems on the board)?

124. (The building of ships—The building ships) for our merchant marine was intrusted to General Goethals.

Sections 25, 26.

125. That was the (happiest—most happy) day I ever knew. That was the (delightfulest—most delightful) day I ever knew.

126. That cake tastes (worse—worser) than the first one.

Section 27.

127. Lay down (them—those) books.

128. I can't bear to talk with (that—those) kind of people.

129. (Those—that) sort of boys and girls can never be depended on.

Section 28.

130. Is John or James the (stronger—strongest)?

131. Which is the (worse—worst), being kept in at recess, staying after school, or coming on Saturday?

Total

Cross out the wrong form in parentheses, or write the single correct word opposite the sentence number:

1 2

Sections 29, 30.

132. Move (more quickly—quicker).
133. The plan should work out very (good—well).
134. He was an (exceeding—exceedingly) fast runner.
135. (Agreeable—agreeably) to her promise, the teacher took us to the theater.

Section 31.

136. Mrs. Jarvis feels very (unhappily—unhappy) about it.
137. That record sounds (fine—finely).
138. The north winds seem to blow very (cold—coldly) today.

Section 32.

139. That is a very (well-bound—well bound) book. He was a (hard-headed—hard headed) man.

Sections 33, 34.

140. He says he (doesn't know hardly—hardly knows) what to say.

141. Henry need not (nor ought not—and ought not) to stay at home any longer.

Section 35.

142. You will (only find—find only) one mistake.
143. He says he (scarcely remembers—remembers scarcely) ever to have had so hard a lesson.

Section 36.

144. Are you going to get a job (like me—like I have—such as I have?)

Section 37. Advanced.

145. You can make additions and corrections in your theme until you hand it in.—You can make additions to your theme and corrections in it till you hand it in.

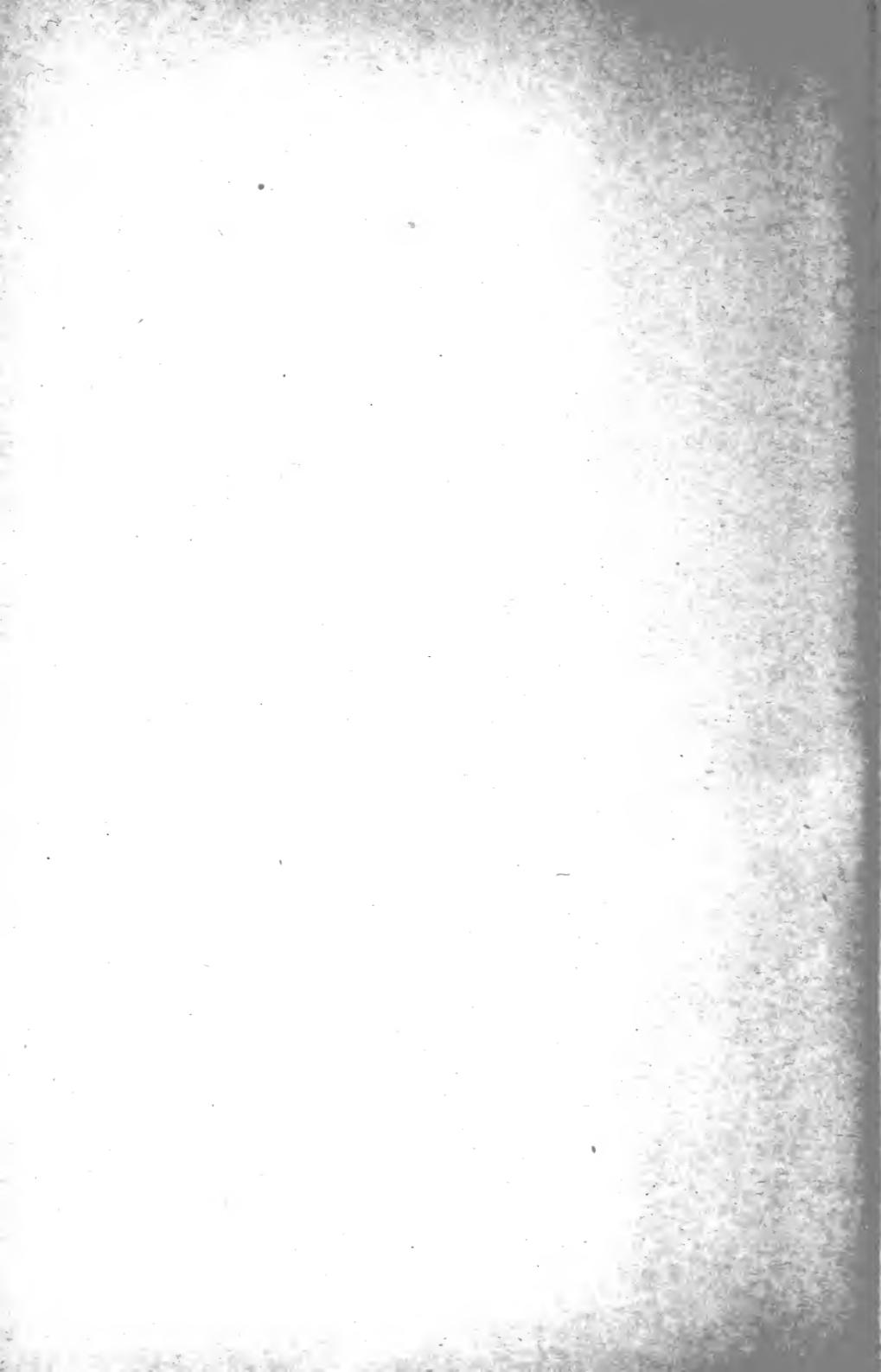
146. You know what you might and ought to accomplish.—You know what you might accomplish and ought to.

Section 38. Advanced.

147. Any child with a flag and possessing a drum.—Any child who has a flag and possesses a drum.

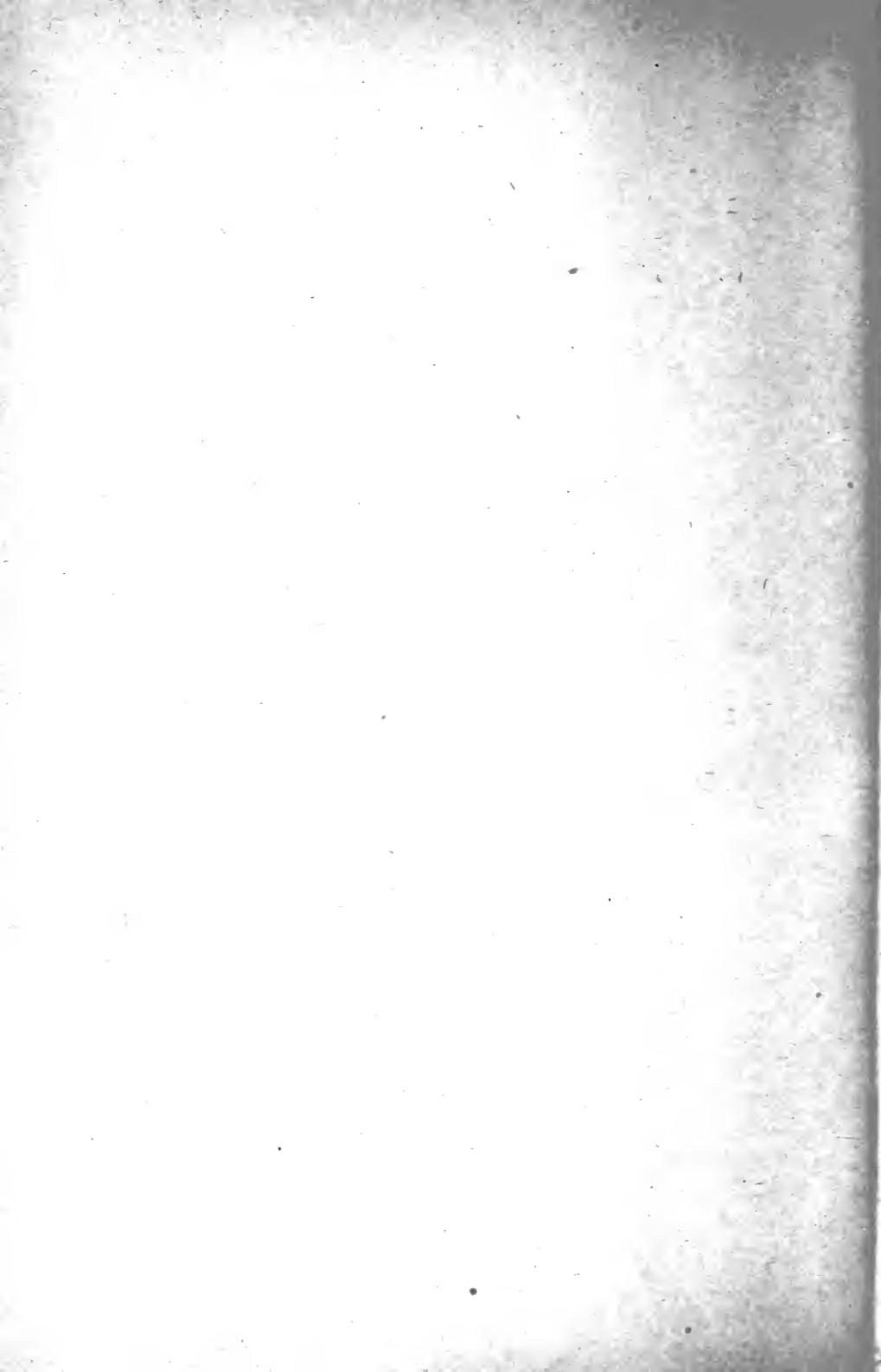
148. She is a young woman of excellent bearing and wearing her clothes with a distinguished air.—She is a young woman of excellent bearing, who wears her clothes with a distinguished air.

Total _____



PART III

LETTER WRITING



CHAPTER I

Using Words so as to Make People Do Things

Business letter writing is not a study of forms and usages. It is rather a study of human nature and "how to use words so as to make people do things."

If the student catches the idea that letters are talks on paper which must actually do business, and must be just as simple, direct, and clear as a business talk, instinct will help greatly to make the mastery of forms and usages easy.

Every young man or woman who goes into business must do business, for himself or for his employer, and much of this business (to save time and travel) must be done on paper. The study of business letter writing should therefore be the study of business in a nutshell.

But skill comes only by beginning with the simple things—and most of the letters in this book will be found to be merely simple, easy, and natural. The letter writer who can be "simple, easy, and natural" on paper is already well on the high road to success.

Familiar Notes*

1

3/4/04.

Mr. Jones:

Will you notify the clerks in your department that on and after Monday next, July 11, this store will close at 5.30 p. m. instead of at 5.45, as in the past, and only three quarters of an hour will be allowed at noon—from 12 to 12.45, or from 12.45 to 1.30? A. W. Thorne, Mgr. (58 words)

*An exercise on each chapter will be found at the end of the book, beginning on page 223.

This short method of writing a date is very appropriate in a note like this, but should never be used in a regular letter.

Nowadays writing "p. m." or "a. m." in small letters is preferred, though capitals are not incorrect. The abbreviation should always be used after the first of a series of figures indicating hours, but may be omitted after other figures in the same connection.

A period is most convenient between figures indicating hours and minutes, though a colon is not incorrect, and was once regularly used.

2

6/31/98.

Miss Kennedy:

I shall not return to the office until tomorrow. I expect to be in from 9 o'clock to 1. Please complete the letters I gave you and have them ready for me to look over the first thing in the morning.

A. W. Thorne. (48 words)

Notice that "Miss" is not an abbreviation, and is not followed by a period. "O'clock" is not written with a capital letter in the middle of a sentence.

Numbers below ten and round numbers such as one hundred, one thousand, etc., are not usually to be written in figures unless in a series. In this note 9 and 1 constitute the smallest possible series.

3

7/31/99.

Mr. Thorne:

Mr. Kelly called this morning at ten o'clock and said he wished very much to see you this afternoon. He will call at four if possible.

Agnes Kennedy. (36 words)

In business letters we usually write hours and minutes in figures, though in social letters the written words are more common. When a full hour like "ten" is mentioned it may be written with "o'clock"

in full; but if two or more hours are mentioned in succession, the figures may be preferred. Do not mix the styles in the same sentence or letter.

4

10/3/04.

Miss Kennedy:

I wish you would be a little more prompt in the morning. I noticed that this morning you were not at the office until almost 9 o'clock. You know the hour we spoke of when you took this position was 8.30.

A. W. Thorne. (48 words)

5

Mr. A. W. Thorne:

I wish to go out a little earlier to-day, to do some shopping. May I get off at twelve and stay until half past one?

Respectfully, (31 words)
Agnes Kennedy.

CHAPTER II

How to Begin a Business Letter

1. A letter should *always* be dated, and if the address is not printed, it should be written by preference at the upper right-hand corner of the paper. It is not considered good style to place the address immediately after the signature except in giving an order for shipment.

2. The address and date line should not begin near the left-hand margin. It should begin at least one-third of the way across the page, and two or three lines may be used for it if necessary.

3. Care should be used to punctuate the date and address line correctly. Separate each item from the next by a comma, and place a period at the end; but do not put any comma between the month and day of the month ("Feb. 15," "16th Jan.," and the like), or between the name of the street and the word "street" or the like, or between the number and the name of the street ("135 Jackson Boulevard," "623 Opera House Building," "6½ Jasmine Street").

Many modern writers omit punctuation at ends of lines, but items in the same line should not be run together so as to cause confusion. Use a sense of artistic proportion in the arrangement of the lines.*

4. When the name of a street is a number and the house number immediately precedes it, the number of the street should be written out, as "76 First St.," though "119 W. 17th St." is all right because the "W." stands between the two numbers and prevents confusion. Some separate the num-

* Study the arrangement of the facsimile letters on pages 223-253.

bers by a dash, but this is not the best usage. To separate them by a comma is wrong in this country, though in England the number is always set off by a comma from the name of the street.

5. It is not necessary to put "th" or "nd" or "st" after the day of the month, except in the body of a letter when numbers indicating days of months stand alone, as "the 6th inst."

6. In business letters it is usual always to place the address of the person written to at the head of the letter, beginning the name flush with the left-hand edge of the writing (which should be uniformly an inch from the edge of the paper, so as to leave a blank margin). The address should follow the name, in one line if possible, and may be indented half an inch or more or squared up flush in case of type-written letters only, the arrangement being more a matter of taste than anything else.

7. Courtesy suggests placing a title before or after a name, as "Mr. John Jones" or "John Jones, Esq." "Messrs. Henry Harland & Co.," "Mrs. John D. Farrier," etc. Two titles of the same kind are to be avoided (as Mr. John Jones, Esq.), but when one is a courtesy title and the other a part of the address (as Mr. John Jones, President), both are allowable. Avoid Dr. Henry Smith, M. D., but Rev. Samuel Harvey, D. D., is all right. When a corporation name begins with "the" no title need be used, but the "the" should always be inserted, as "The Macmillan Co.," "The Illinois Trust & Savings Bank," etc. In England "Messrs." is used before these names also, and "the" omitted. American usage tends to omission of titles in business letters but not in social letters. "Esq." is used after names of lawyers.

8. A comma should be placed after the name, and if some corporation title is added, such as "President," this also

should be followed by a comma. Many omit marks at ends of these lines.

9. Each item of the address of the person written to should be set off by a comma, but the same rules apply that were given in speaking of the address of the person writing. See No. 3.

10. It is most common to close the address with a period. This is the natural and easy way if the address ends with an abbreviation followed by a period. In other cases usage varies somewhat, but a period or no mark is usual, as
Mr. John Jones, President,

The Continental Trust Co., Chicago.

11. The salutation should be placed flush with the left-hand margin or edge of the writing. It is a common error to indent this, as if it marked the beginning of a paragraph. Many ladies begin their letters—

Mr. Cody,

Dear Sir,—

Should be

Mr. Sherwin Cody,

Lake Bluff, Ill.

Dear Sir:

The former indicates lack of knowledge of business usage. The address should always be given, and the salutation brought back to the margin.

12. The proper salutation for a purely business letter to a stranger is "Dear Sir" if but one person is addressed, "Gentlemen" after a firm name. "Dear Sirs" after a firm name or corporation name is now antiquated, though formerly it had plenty of authority. When several individuals are addressed, "Dear Sirs" seems the more appropriate form. In addressing a woman who writes to a business house, the only form to use is "Dear Madam." "Dear Miss" and "Dear

Mlle." are not supported by good authority. While "Dear Madam" is not appropriate in writing to a very young girl, it is not supposed that a child will enter into correspondence; or if she does the stranger who answers her letter should not take it upon himself to decide whether she is an infant or not, but treat her as if she were a grown woman. When the person written to is known to the writer as a young woman, as all girls entering a school would be, it is best to follow "Dear" by the name of the lady, as "Dear Miss Blank." In writing to a young girl, we use her first name after "Miss," as "Dear Miss Ethel." It is more common to abate formality and write "Dear Mrs. Blank" when addressing a married woman than it is in addressing a man. We seldom see "Dear Mr. Blank" unless the writer wishes to indicate unusual friendliness.*

13. While according to strict rules it is not proper to place the name and address at the head of the letter when the salutation contains the name, still the custom is almost universal in business correspondence. Properly the name and address should go to the end of the letter in such a case, being placed flush with the left-hand margin as when it is placed at the beginning.

14. "Dear Friend" at the beginning of a business letter is looked on as vulgar, and is not used by high-grade houses.

15. The salutation should be followed by a colon. In this country a simple colon is looked on as the best usage for business letters, a comma for social letters. The dash after the colon is going rapidly out of style.

16. Formerly it was the custom to begin the body of a letter by dropping down a line and going on from the end of the salutation, but now the best usage begins the body of

* In addressing a firm of ladies use "Mesdames" in place of "Messrs., " and "Ladies" in place of "Gentlemen."

the letter as a paragraph, with the regular paragraph indentation.

17. Modern typewritten letters tend to have a wide margin of white all around, but pen-written letters retain the old-fashioned narrow margin of half to three quarters of an inch on the left-hand side and a quarter of an inch to half an inch on the right, and the address after the name should never be squared up in case of pen-written letters. The block style belongs to typewritten letters only.

Simple Letters

6

Columbus, Ohio, April 12, 1919.

Mr. Abner McKinley,

310 Tenth St., Columbus, Ohio.

Dear Sir:

Mr. J. Scott Clark, who is staying at the Brattleford Hotel, would like to call on you at your convenience, and has asked me to write to you requesting an appointment.

Thanking you for prompt attention to this matter, I am

Very truly yours, (62 words)

John Raymond, Sec.

Many newspapers nowadays write the abbreviation "st." for "street" with a small letter, and perhaps this usage will prevail. If this is done, "ave." and "boul." should also be written with small letters. The best business correspondence retains the capital.

7

(address and date)

Mr. J. Scott Clark,

Brattleford Hotel, Columbus, Ohio.

Dear Sir:

In response to a note from your secretary requesting an

appointment, let me say that I will see you at my office to-morrow morning at ten o'clock. I shall be glad to see you then, and hope the hour will be convenient for you.

Yours truly, (58 words)

Abner McKinley.

Never say "I will be glad to see you," for there is no "will" or determination "to be glad." It is just as bad to say "we will be pleased," as if you were determined to be pleased on any account. "Shall" regularly follows "we" and "I," "will" follows "you," "he," "they," etc.

8

(address and date)

Mr. Abner McKinley,
310 Tenth St., Columbus, Ohio.

Dear Sir:

Mr. Scott Clark greatly regrets that he will be unable to keep the appointment you so kindly made for ten o'clock this morning, as he has been suddenly called from the city by the illness of his wife at Cincinnati. Doubtless when he returns he will ask you for a renewal of your courtesy.

Very truly yours, (70 words)

John Raymond, Sec.

"Will" after "he" is correct.

9

(address and date)

Mr. John Raymond, Sec.,
Brattleford Hotel, Columbus, Ohio.

Dear Sir:

I wish you would express to Mr. Clark my deep regret to hear of the illness of his wife. I hope it may not be serious, and that I shall have the pleasure of seeing him in a few days.

Yours truly, (54 words)

Abner McKinley.

CHAPTER III

How to Close a Business Letter

17. When you have finished a letter it is generally sufficient to stop and sign. Many think they must lug in some such conclusion as "Trusting this will be satisfactory, we beg to remain," or at any rate something in which "we remain" is a part. "Thanking you for your order, Very truly yours," is correct enough, as the subject and verb "I am" or "we are" are clearly implied.

18. The complimentary close of a business letter is usually "Yours truly," "Truly yours," "Very truly yours," "Very truly," or the like. "Respectfully yours" is too stiff and antiquated to be used except when writing to a very dignified superior, as in applying for a position or the like. "Cordially yours" is the extreme of friendliness, appropriate when there is a personal relation between the writer and person written to, or when for business purposes such a friendliness is assumed. It would be inappropriate when a letter is signed by a corporation name. "Sincerely yours" should be reserved for letters of real friendship.

19. Notice that only the first word of the complimentary close is capitalized. This complimentary close should begin about a third of the way across the page, and the signature should begin below it, a little to the right, at a point a trifle more than half way across the page from left to right. The signature should be followed by a period, the complimentary close by a comma.

20. The name should be signed in ink, except a corporation name, which may be typewritten and should be fol-

lowed by the initials of the individual writer, or by his full name preceded by "By" (not "per"). The name of an individual should either be written by hand or, in cases in which this is not possible, stamped with a rubber facsimile of handwriting. All contract letters should be carefully signed with ink, and corporation names (which are best typewritten) should be followed by the name of the individual written after "By."

An unmarried lady should put "Miss" before her name in parenthesis, thus—" (Miss) Jane Jones." A married lady may sign her name and follow it with her husband's preceded by "Mrs.," the whole in parentheses, as "Jane Jones Smith (Mrs. James Smith)," or write her husband's name preceded by "Mrs." in parentheses, or her own name preceded by "Mrs."

21. When the name and address of the person written to have not been placed at the beginning of the letter, they should be placed at the close, on a line below the signature, beginning flush with the left-hand margin, the address being placed in a second line that is indented half an inch or more.

22. When a postscript is added, either to state something forgotten or with deliberate purpose of making the thing spoken of attract attention, it should begin with an indention, like a paragraph, "P. S." being followed immediately by what is to be said, and a second signature of initials placed at the end without any complimentary close.

Good Models for Opening and Closing

The International Sawdust Co.,

Newark, N. J.

Gentlemen:

Yours truly,
Francis Bien.

Sarah H. Parmenter,
Lincoln, Ill.

Dear Madam:

Very truly yours,
The International Sawdust Co.

Miss Elsie Simons,
56 Lake St., Chicago.

Dear Madam:

Yours truly,
Montgomery Ward & Co.

Mr. W. C. Thorne,
Gen. Mgr. Montgomery Ward & Co., Chicago.

Dear Sir: (Apply for position.)

Respectfully yours,
John J. Farnum.

Dear Mr. Jennings:

Cordially yours,

Mr. John Jennings, Edward Manley.
Buckley, Colo.

Dear Charley:

Sincerely yours,

To Mr. Chas. Burnham, John J. Jennings.
15 Rue Scribe, Paris, France.

My dear Mrs. Blank:

Very truly yours,

Mrs. James H. Blank, Henry Goodrich.
5617 Grand Blvd., Chicago.

Note. Squaring up the name and address before the salutation is now fashionable in typewritten letters, but *not* in pen-written letters.

10

401 Atlantic Ave., Brooklyn, N. Y.,

April 9, 1919.

Mr. John Wanamaker,
New York City, N. Y.

Dear Sir:

A few days ago I called at your store and purchased a lamp, some toweling, and two or three books, which were to be delivered to my house not later than the next day. I have not yet received them. Please look the matter up at once and see that the goods are delivered without further delay. I paid \$4.35.

Yours truly, (64 words)
(Mrs.) William Fullerton.

A married woman may sign either her own given name (with or without Mrs. in parentheses before it—without when she is known—with when she is not known) or her husband's name with Mrs. before it in parenthesis. This usage prevails more in the Eastern states than in the Western, where women like to keep their own names.

11

(Letter-head) April 11, 1919.

Mrs. William Fullerton,
401 Atlantic Ave., Brooklyn, N. Y.

Dear Madam:

We are very sorry to learn that the goods ordered by you were not delivered promptly. We have made a diligent search for them, but have failed to find them. Possibly, however, they have already come into your hands. If you have not received them, please repeat the order and we will fill it again without further delay.

We sincerely regret the inconvenience you have suffered, and hope the refilling of the order now will meet your needs.

Very truly yours, (81 words)

John Wanamaker,

By A. W. E., Complaint Dept.

"By" is better than "per" at the close of a letter, as "per" is Latin and should not be used with English words. We say "per diem" but "a day." "Per A. W. E." would not even be good Latin.

The short sentences in this letter are much neater and more expressive than one or two long sentences would be.

12

401 Atlantic Ave., Brooklyn, N. Y.,
April 12, 1919.

Mr. John Wanamaker,
New York City, N. Y.

Dear Sir:

I have been compelled to repurchase here in Brooklyn most of the things ordered at your store some time ago and not delivered to me. I must therefore ask you to refund the amount paid—\$4.35.

Yours truly, (39 words)

(Mrs.) William Fullerton.

Notice the dash. The transition from "amount paid" to the sum in figures is abrupt, and abrupt transitions always require the dash.

13

(Letter-head) April 16, 1919.

Mrs. William Fullerton,

401 Atlantic Ave., Brooklyn, N. Y.

Dear Madam:

We are very sorry indeed for the inconvenience caused

you by the loss of the goods you had ordered and paid for. We have done everything we can to trace them, but have not yet found out where they went, or by whose fault they were miscarried.

We inclose our check for \$4.35, the amount paid by you, and trust that this accident will not deter you from giving us your valuable patronage on future occasions, when we shall hope to be more fortunate in serving you.

Kindly sign the inclosed receipt and return it to us in the accompanying envelope.

Once more expressing our sincere regret for this unfortunate experience of yours, we beg to remain

Yours very truly, (124 words)
John Wanamaker,
By A. W. E., Complaint Dept.

Make a new paragraph for every new idea. The first paragraph contains "regrets," the second paragraph the settlement.

The old-fashioned formal close, "we beg to remain," does not seem out of place in a letter of high dignity such as this, but the best letter writers carefully avoid this form of closing. Say simply, "Permit us to say again how sincerely we regret your unfortunate experience. Yours very truly."

CHAPTER IV

The Body of the Letter

23. It is always desirable to make some reference to the letter which is being answered, referring to it by its date, but it is decidedly better to make this reference incidentally, not formally. Avoid all such stereotyped opening phrases as "Replying to your esteemed favor of the 16th inst.," "Answering your favor of even date," "Acknowledging your letter of the 17th ult.," etc. Say rather "We desire to thank you for the suggestion contained in your letter of the 16th inst.," or "The goods ordered in your letter of Jan. 19 will be shipped at once," or "We regret that you did not find our last shipment satisfactory, as you state in your letter of the 17th just at hand." The variations should be as wide as the requirements of business, and no set form or series of forms should be used. In contract letters the date of the letter answered should always be given, else a series of letters may fail to constitute a legal contract. In many cases there is no necessity whatever for referring to the date of the letter answered. In contract letters the two ciphers standing for no cents should always be inserted, but in other letters it is better to omit them.

24. When several items are ordered in one letter, it is always desirable to place them in a list or column, following each item with its number, size mark, and price if possible, even when the price is well known. Stating the price often saves mistakes, and is to be looked on as an important part of the description.

25. Paragraphs should be indented three-quarters of an inch or more. Each fresh subject should have a fresh para-

graph. It is a mistake to indent paragraphs either too little or too much. In typewritten letters there is a new fashion of indicating paragraphs by a blank line after single-spaced matter, and not indenting the paragraph at all. If the typewriting is double spaced, this method cannot be used.

Words to Be Avoided in Business Letters

26. All stereotyped words which are not used in talking should be avoided in letter writing. There is an idea that a certain peculiar commercial jargon is appropriate in business letters. The fact is, nothing injures business more than this system of words found only in business letters. The test of a word or phrase or method of expression should be, "Is it what I should say to my customer if I were talking to him instead of writing to him?"

Among these words to be tabooed are—

the same (used as a pronoun, as in "referring to same") ;

said (as in "said list of goods," a legal phrase) ;

esteemed ;

valued ;

hereby, herewith (used excessively, though sometimes to be justified) ;

funds (for "money") ;

beg to advise ;

beg to remain ;

per (for "by") ;

attached (when there is no real "attachment," as in "list with prices attached") ;

hand you (for "inclose") ; .

trusting (used excessively) ;

trusting this information may be entirely satisfactory (a phrase worked to death, and so deprived of meaning).

Postal Information

27. Be careful in addressing envelopes, and especially see that abbreviations are very clear. Always use the abbreviations of states authorized by the Postoffice Department, as Calif. for California to avoid confusion with Col. for Colorado, N. Dak. and S. Dak. for North and South Dakota instead of S. D. and N. D., Penn. for Pennsylvania instead of Pa., and Conn. for Connecticut instead of Ct. Ohio, Iowa, Utah, and Idaho should not be abbreviated. Never under any circumstances abbreviate the names of towns or cities.

28. If your name and address are on the outside of the envelope or wrapper, the postoffice authorities will notify you promptly in case you have made a mistake. Make it a point always to have your address on the envelope or wrapper.

29. Remember that all writing, except the name and address of the person written to and the name and address of the sender, requires first-class postage at the rate of two cents for each ounce, except in the case of a postal card. (Penalty is \$10 for each violation.) A penciled note on the inside of a newspaper renders you liable to a fine if you attempt to send it without letter postage. Anything that is sealed or cannot be easily examined is subject to letter postage.

30. Unsealed printed matter goes at the rate of one cent for two ounces, or just double the weight of first-class matter for two cents, except books weighing more than eight ounces and second-class newspapers (the latter require one cent for four ounces).

31. The rate of two cents for one ounce on first-class matter applies not only to all parts of the United States, but to Porto Rico, Cuba, Panama Canal Zone, the Philippine Islands, Shanghai (China), where there is a special United

States station, and to all parts of Canada, Mexico, and Great Britain.

32. Other foreign letters require 5c for the first ounce and 3c for each subsequent ounce. If the postage is not prepaid in full the person who receives the letters on the other side must pay double the shortage. That is, if the weight is over an ounce and only a five-cent stamp has been attached, the receiver of the letter will have to pay six cents additional. This always offends foreign customers.

Rule. Always write "5c" on the corner of the envelope of a foreign letter as soon as the envelope is addressed. When the stamp is pasted on, this "5c" will remind you, and the stamp can cover the figure. This prevents the very common mistake of sending foreign letters with domestic postage.

14

(Letter-head) April 3, 1919.

Mr. C. O. Cottrell,

Board of Trade Bldg., Cincinnati, Ohio.

Dear Sir:

I am very sorry to hear that the Instruction Cards have not reached you, and am at a loss to know what has caused the miscarriage. We are sending you duplicates today, however, and trust they will be received promptly, and you will find them all you had anticipated.

Please accept my sympathy and regret, whosever the fault may have been, for I very well appreciate the annoyance which the delay has caused you.

Believe me,

Cordially yours, (80 words)

Sherwin Cody,
Director School of English.

"Bldg." is usually written as a regular abbreviation, though strictly speaking it is a contraction and should be written with apostrophes (B'l'd'g).

In a letter like this it is not necessary to mention the date of the letter that is being answered. It is well to have the habit of always mentioning the date of a letter referred to; but when the construction of a sentence can be improved by omitting it, there is no objection to doing so.

We capitalize words used as the special name of anything the business house is especially advertising. "Instruction cards" would not be capitalized in a letter written by any one other than the firm that published them.

15

(Letter-head) Feb. 4, 1919.

Mr. Charles Oakley,

3 Dearborn Ave., Denver, Colo.

Dear Sir:

We are very sorry to know of the defect in one of the books sent you, and hasten to forward another copy by mail today. Please do not trouble to return the imperfect volume, but dispose of it as you see fit.

Errors will occur in the bindery, in spite of the utmost care on our part, and we can only ask the indulgence of our customers when we are unfortunate enough to send out imperfect goods. We regret the annoyance caused you, and trust you will find the new volume perfect in every way.

Thanking you for calling our attention to the matter, we are

Very truly yours, (111 words)
A. C. McClurg & Co.,

This shows the style of writing a firm name on the typewriter when some department manager is to sign his name or initials with pen and ink.

No comma is required after "we are" because the sentence is "we are yours."

16

(Letter-head) Mar. 21, 1919.

Mr. James Markham,
Des Moines, Iowa.

Dear Sir:

Thank you for remittance of \$5 and order for a calculator. There seems to be a misunderstanding on your part, however, in regard to the machine you wish. You order the Addington Calculator, which is \$15, as you see in the circular and price-list which we are inclosing. We have marked the item in blue. Possibly you intended to order the Locke Adder, price of which is \$5. We have checked the description in the circular.

Shall we send you the Locke Adder? Or will you remit the \$10 additional which is required to cover the Addington Calculator?

We appreciate your order, and trust the matter may be adjusted satisfactorily. We hold the \$5 to your credit.

Very truly yours, (123 words)
Abbott & Co.

Many business letter writers capitalize the names of all special articles which they themselves handle. They would capitalize "Calculator" in the first sentence of this letter. There does not seem sufficient reason for doing this. We capitalize "Addington Calculator," because it is the particular name of one make of machine.

We hyphenized "price-list" because it is a single name.

When the firm name is typewritten, as in this letter, initials of the writer may simply be written below in ink. No blank line is required.

17

(Letter-head) July 6, 1919.

The Lakeside Printing Company,
14 William St., New York City, N. Y.

Gentlemen:

In checking over your bill we find that you have charged us \$8.50 too much. Your bill is based on the estimate we made in advance, but the matter did not hold out as estimated, and on measuring up the galleys inclosed we find but 46,000 ems, which at 40 cents a thousand would make \$18.40, whereas your bill calls for \$27.

Kindly correct the bill, and oblige

Yours truly, (70 words)

18

314 W. 59th St., New York City,
May 7, 1919.

Crawford-Simpson Dept. Store,
New York, N. Y.

Gentlemen:

In looking over your bill I see that you have charged me on April 18 with an item amounting to \$3.25, and have failed to give credit for the goods when returned. Please look the matter up and send credit memorandum for the amount, on receipt of which your bill will be paid.

Yours truly, (56 words)

It would be better to write out "Dept."; but that would make the address line too long to look well in a letter.

CHAPTER V

Applying for a Position

In writing an application for a position, always use good paper. Nothing offends a business man so much as an application written on a scrap of paper or an old pad.

Be extremely neat and accurate in arrangement, punctuation, and use of words.

When there are many applications for one position, of course not all can be successful, and no rule can be given for a letter that will be sure to draw a response.

A well known Chicago business man says he advises all applicants for positions in response to blind advertisements to say simply, "Please grant interview." If there were many applicants and all used the same form, clearly the advertiser could not tell the difference between them, but would give the preference to a clear, neat letter, with just the information in it which he wanted.

The form to use in answering a blind newspaper advertisement is as follows, with no salutation and no complimentary close:

P E 310, Chicago Tribune:

Please grant interview. I believe I have the exact qualifications you require.

Allen Hasbrouck,
1435 Diversey Boul., Chicago.

19

527 Chicago Opera House,¹

Chicago, Ill., Feb. 1, 1919.

Messrs.² Marshall Field & Co.³,State and Washington Sts., Chicago.⁴Gentlemen:⁵

I wish to apply for the position of advertising manager as advertised in Printer's Ink, Jan. 26.

⁶I am a graduate of Amherst College, class of 1889, and had an especially thorough training in English.

As private secretary to Hon. John Bigelow in 1891, and to Senator W. E. Chandler in 1892, I handled large amounts of correspondence to the satisfaction of those gentlemen, and can refer you to them.

In 1900 I assumed charge of the advertising of the Globe Department Store at Peoria, this state, and continued in that position until about six weeks ago, when I sold out my interests and came to Chicago.

I know very well, gentlemen, that there is a wide difference between the Globe Department Store at Peoria and Marshall Field's in Chicago; but I took that store when its business amounted to only \$25,000 a year, and built it up till its business last year exceeded \$250,000. The present manager will tell you that my advertising day by day added to the sales till in 1918 they were more than ten times what they were in 1900. I feel that I have it in me to go on and make your business grow in the same way; and I ask you to give me a chance to prove my worth. I have much to learn, but I want to learn, and I'm willing to work fourteen hours a day.

Respectfully yours,⁷

Review Notes

1. Place the date line (which should give your exact address in full) on the right hand side of the page. Never begin to the left of the middle of the page. Place a comma after each item—but notice that the street number and street, or room number and building ("527 Chicago Opera House," "156 Wabash Ave.") form one single item and need no commas except at the end; and that the month and day of the month ("Feb. 1") form one item and should not have a comma between them. Place a period after the year.

2. It is better to use "Mr." or "Messrs." or "Mrs." or "Miss" before any personal name addressed. Impersonal names, such as "International Harvester Co.," "Success" (magazine), "The Smith-Jones Company," do not require a title before them, though in England "The System Company" would be addressed as "Messrs. System Company." Never write "Mess." for "Messrs."

3. Place a comma after the name. If the name ends with an abbreviation such as "Co.," the comma must follow the period—always use both comma and period. If end punctuation is omitted as a matter of smart up-to-date style, this must be done consistently in all cases.

4. Each item in the address of the person or persons written to should be set off by a comma, but no comma is required between the street and street number. At the end of the address place nothing but a period. If the address ends with a period to mark an abbreviation, as "Chicago, Ill." it is not necessary to use any other punctuation.

If the address ends with a full word such as "Chicago," the period is now preferred, or nothing at all.

5. The formal address should be either "Dear Sir," "Dear Madam," or "Gentlemen." Never use "Dear Sirs" for the plural. "Sir" and "Madam" are written with a capital letter in spite of the modern tendency to do away with as many capitals as possible.

6. Make a new paragraph for every distinct thing you want to say or impress upon the reader of your letter. Always indent paragraphs in pen-written letters half to three-quarters of an inch. Notice that the first line of the body of a letter is now treated as a paragraph, and paragraphs following should be indented just the same. Always leave a margin of an inch of blank paper at the

left of your sheet, and it is better to leave a wide blank space around the writing— $1\frac{1}{2}$ inches in the case of typewritten letters.

Compare Par. 17, Chap. II.

7. Do not place a comma after "I am" at the close of a letter, as there is no break in the sentence (only a break to the eye), but you should place a comma after the complimentary close, before the name is written.

Capitalize only the first word of the complimentary close—never any others.

20

A Poor Letter Applying for a Position

156,¹ Wabash,¹ Ave., Chicago, Ill.

Feb.,¹ 6, 1919.

Montgomery Ward & Co.,²

³Gentlemen:⁴ I see⁵ your ad.⁶ in the Tribune today saying you want a correspondent. I have been working⁷ in a grocery store for some time past, but as I find the work too heavy for me, I should like to get a good inside position.⁸ I graduated at the grammar school two years ago, and have been considered a pretty fair⁹ letter writer. At any rate I should like to have you try me if you are willing to pay a fair⁹ salary.¹⁰

Hoping to hear from you by return mail, I am

Yours Truly,¹¹

Bartie Jones.

1. None of these commas are needed. See the model below.
2. Never omit the address.
3. When the address is put in, this will come back to the left hand margin.
4. Make a new line for this, beginning just below the colon.
5. Not wrong, but sounds as if it might have been used for "saw" or "have seen." It is not necessary to state formally that you have seen this advertisement. Refer to it incidentally.
- 6.. Do not abbreviate in a letter of this kind.
7. The writer could not have made a more tactless statement. If a correspondent is wanted, it is no recommendation to say you have been a grocery clerk.

8. This sounds as if the writer were looking for a "soft snap." Be careful not to tell all your personal reflections. Keep some things to yourself.

9. Don't repeat "fair." Look over the letter to see if you have used any word too often.

10. This is another foolish statement. Do not speak of salary till you have an offer. There will be time enough then to refuse a salary too small.

11. "Truly" should not be capitalized.

The Same Letter Rewritten

156 Wabash Ave., Chicago, Feb. 6, 1919.

Messrs. Montgomery Ward & Co.,

116 Michigan Ave., Chicago, Ill.

Gentlemen:

I wish to apply for the position of correspondent which you advertise in today's Tribune.

I have had considerable experience in my father's office, where I have answered many of the letters on my own responsibility. I am a rapid typewriter operator, and am accustomed to writing my own letters on the machine. Lawyers for whom I have done copying say I am remarkably accurate. I have a good knowledge of English, and express my ideas readily.

I am very anxious to obtain a position in a large house where it will pay to work hard for advancement. I have not had as much experience as I could wish; but I feel sure I can do your work satisfactorily, though possibly I shall be a little slow at first. What I do, however, you can depend on my doing faithfully.

I trust you will give me a fair trial, at whatever salary you think reasonable.

Respectfully yours,

Bartholomew Jones.

A young man who applies for a position in a spirit like this, though he has had no experience and can give no reference (if he has references of course he should add them), is pretty likely to be given a chance to show what he can do. In writing a letter of this kind, think what the employer wants, think what will please him, and show him any of your own qualities which you know he will approve, passing lightly over anything you know he will not like. More depends on the spirit which the letter shows than on any other one thing. The qualities most in demand are—quickness, faithfulness, and common sense. Remember these three things, and do what you can to prove you have them.

CHAPTER VI

Sending Money by Mail

Amounts under one dollar may usually be sent in one-cent or two-cent postage stamps. Never under any circumstances send United States stamps to Canada, Mexico, Cuba, or any foreign country, because they cannot be used there. Also never send stamps of a higher denomination than two cents, for it is often difficult to use or to dispose of such stamps.

In sending stamps, always put a piece of oiled paper over the gummed side of the stamps, so that if the letter gets damp in the mails the stamps will not be closely stuck to the sides of the letter or to each other.

It is usually safe enough to send a dollar or two-dollar bill in an ordinary letter, but it is wisest to register all letters containing money. Any letter-carrier will receive a letter to be registered, and give a receipt for it.

Sums of money from five dollars up should be sent either as a check, bank draft, express money order, or United States money order.

If a private check is sent from any point except New York or Chicago, ten or fifteen cents should usually be added to pay bank collection charges.

Persons who have private checking accounts can usually procure bank drafts of the bank cashier without charge. Such drafts are always safe to send.

Express money orders, when they can be obtained conveniently, are better than United States money orders, for it is easier for the person who receives them to get them cashed, and if they are lost you can yet your money back much more

easily than from the Postoffice. They cost about the same as the Postoffice money orders.

In making a remittance, always be sure to state in your letter in exactly what form you are sending the money, whether stamps, bills, check, or the like.

A check, draft, or money order should be fastened to the front of the letter at the top. It is usually best to inclose stamps in another envelope, writing on that envelope the amount inclosed. This entire envelope should then be inserted in the letter.

Banks commonly charge five or ten cents exchange on out-of-town checks, and this should be added to the remittance when a private check is used.

Inclosing Money

21

(Letter-head) May 10, 1919.

Messrs. Dodd, Mead & Co., Publishers,
New York City, N. Y.

Gentlemen:

I inclose money order for \$1.50, and request you to send me postpaid a copy of "Janice Meredith."

Incl.

Yours truly,

(29 words)

Any word like "Publishers" placed after a name to help the post-office department find the firm when the street number is not given, is treated as a title, and should always be capitalized. As it is looked on as part of the address, however, the use of such a title does not violate the rule that only one title can be used with a name.

Whenever an inclosure is made with a letter, the letter should have written at the end, "incl." or "2 incl." "3 incl." if there are several inclosures. "Inc." is also correct for the abbreviation.

22

(Letter-head) Jan. 3, 1919.

Bassett Typewriter Company,
59 Dearborn St., Chicago, Ill.

Gentlemen:

Mr. Cody requests me to send you the inclosed check for \$5 to cover attached bill. Kindly acknowledge receipt.

Incl. Yours truly, (22 words)

23

Oakley, Ill., Nov. 3, 1919.

Success Magazine,
Washington Square, New York City, N. Y.

Gentlemen:

I inclose a \$2 bill for Success for one year, beginning with the next number.

Incl. Yours truly, (18 words)

24

425 Rookery, Chicago, May 4, 1919.

Frank A. Munsey Publishing Company,
New York City, N. Y.

Gentlemen:

I wish to take advantage of your premium offer of the Munsey Magazine one year and the Booklover's Shakspere for \$6, express money order for which I inclose. I should like to have the subscription to the magazine begin with the next number. I shall expect to receive the copy of the Booklover's Shakspere at an early date.

Incl. Very truly yours, (62 words)

We capitalize the word "Magazine" as well as "Munsey," because it is part of the name. Names like these may be inclosed in quotation marks, or underscored; but when they are quite common, as these are, the capitals are sufficient distinction. The best authorities dispense with quotation marks or italics.

CHAPTER VII

Ordering Goods

In ordering goods be sure to—

1. Make a list, or arrange in a column, if there are several items, to avoid confusion.
2. Give sizes, styles, and all other details you possibly can, or clearly explain precisely what you want.
3. State how money is sent, or how you intend to make payment.
4. Indicate whether shipment is to be made by mail, express, or freight. Remember that if goods are to be sent by mail money should accompany the order, including an allowance for the postage.

The letter cannot be too brief, but it must be clear and complete.

25

A Poor Letter Ordering Goods.

Siegel, Cooper & Co.,

Shelbyville,¹ Feb. 8, 1919.

²Chicago, Ill.

Dear Sirs:³

Please send as soon as possible Rand, McNally's atlas,⁴ a dozen handkerchiefs, five cakes of soap, and some writing paper and a half a dozen pens. Send as soon as you can,⁵ and I will pay when the things come.⁶

Yours truly,

Martha Martin.

1. The address is not sufficient, since the state is omitted. If the town is small, always give the county.
2. Always give the street address when you can.
3. Never write "Dear Sirs" for "Gentlemen." It is old-fashioned.
4. Rand, McNally & Co. publish many atlases at many prices, and it would be impossible to know from this statement what was wanted. There are many grades of handkerchiefs, many brands of soap, and a great variety of paper and pens. Not a single item in this order could be intelligently supplied.
5. This is practically a repetition of the language with which the letter opens.
6. Goods are not usually shipped to a distance unless at least some part of the price is paid in advance. In any case, there should be a clear statement as to just how the goods should be shipped, whether by mail, express, or freight, unless there is a free wagon delivery from a large local store.

The Same Letter Properly Written.

Shelbyville, Ind., Feb. 8, 1919.

Messrs. Siegel, Cooper & Co.,

State and Van Buren Sts., Chicago, Ill.

Gentlemen:

Please send as soon as possible the following:

- 1 Rand, McNally & Co.'s Popular Atlas of the World, \$4;
- 1 doz. ladies' white linen handkerchiefs, the best value you have at about 25c each;
- 6 cakes Glycerine soap, 15c a cake, 4 for 50c;
- A box of ladies' cream notepaper and envelopes, rough finish, unruled, about 50c, or any special value you have of this grade.

I inclose money order for \$10, and will ask you to refund any balance in my favor or prepay express charges.

Yours truly,

Incl. M. O.

(Miss) Martha Martin.

Notice in regard to this letter—

1. That while it is not necessary to prefix "Messrs." to a firm name, it bespeaks your culture and education, as well as your courteous disposition, to do it.
2. When different articles are ordered, each item should be given a line by itself—that is, should be made a paragraph, even if, as in this case, the various items are separated by semicolons and form parts of a single sentence. This is a case in which the sentence includes several paragraphs.
3. Observe that items of this sort should be separated by semicolons, while after the last one you place a period. The semicolon means, in a practical way, "There is more to come," while the period means, "This is the last item."
4. Always describe what you want so fully that you are sure the clerk will know exactly what to send you. Never send an order by mail for something you are yourself in doubt about. It is better to write first for information.
5. Many women have an idea that it is independent to sign initials (so that a stranger receiving a letter does not know whether it comes from a man or a woman), or else the simple given name without Miss or Mrs.; but the only courteous way is to relieve the stranger of the embarrassment of guessing whether you are married or single, and avoid ridiculous blunders by writing Miss or Mrs. before the name in parentheses. Only vulgar people write it without the parentheses.

26

Boston, Pa., July 11, 1919.

Messrs. Jones Bros.,
Philadelphia, Pa.

Gentlemen:

I inclose money order for \$9.70, and will ask you kindly to send me by express at once the following:

1 pair F. B. Corsets, size 21	\$3.00
1 doz. Ladies' all-linen Handkerchiefs	2.00
1 spool Coats's white No. 36 Cotton, 1 spool black No. 40, 1 spool tan-brown No. 60	.25
1 pair White Canvas Shoes, size 5 D	2.45
4 boxes small note-size Ladies' Stationery	2.00
<hr/>	
	\$9.70

Yours truly,

(Miss) Mabel Fellows.

P. S. I have a watch that will not run. Do you do watch-repairing? What do you charge for watch oil? Perhaps my watch needs only a little oil to make it go. M. F.

Inc. (108 words)

Notice the colon after "the following." No semicolons appear after the items, because the prices at the ends of the lines serve well enough to mark the close of the description of the items, and semicolons would be confusing. The name words are capitalized but not the descriptive words. This is the style commonly used in writing invoices.

Observe that the \$ sign appears at the top of the column before the amount of the first item, and before the entire sum at the bottom. Omission of the \$ sign altogether is not desirable.

"Inclose" and "enclose," "indorse" and "endorse," are both right according to different dictionaries. Stick to one style, however.

CHAPTER VIII

“Hurry-Up” Letters

The business man wants to know “how to use words so as to make people do things.”

One of the things he often wishes to do is to get the goods he has ordered before he has been put to great inconvenience by the delay.

The writer of such letters first of all should try to find out what the matter is, and who is responsible, and in general get a specific promise, and then worry the man if he fails to keep his promise. Such letters must be slightly irritating, but always within the range of business courtesy.

27

(Letter-head) May 10, 1919.

Messrs. John N. Thomas & Co.,
56 State St., Chicago, Ill.

Gentlemen :

I have failed to hear anything from you today in regard to my suit, which you promised to have ready for me to try on this morning.

Kindly telephone me on receipt of this just where the work now is, so that I may know what I can depend on.

Yours truly, (52 words)
Hampton Rhodes.

28

(Letter-head) Mar. 26, 1919.

The Grand Rapids Furniture Co.,
Grand Rapids, Mich.

Gentlemen:

Will you kindly let us know by return mail just when you expect to be able to ship our order No. 4568 for one of your No. 46 sideboards, to be sent direct to our customer, James Oakley, Pocahontas, Mont.?

Our customer wishes to get this sideboard at the earliest moment, and we have promised to hurry it up as much as possible. Please let us know at once just what you can do.

Yours truly, (76 words)
Montgomery Ward & Co.

"Co." instead of the full "Company" may perhaps be justified in this letter on the ground that the name would stretch out too long if the word were written in full.

The sign # for No. is allowable, if not indeed preferable, in typewritten letters, but never at the beginning of a sentence.

However many times you write to a firm about an order, always give a full statement of it, with numbers, etc., to facilitate looking up in the files. When you write to a person or firm you know has so few orders that there can be no confusion, this formality may be dispensed with.

29

(Letter-head) April 3, 1919.

The Grand Rapids Furniture Co.,
Grand Rapids, Mich.

Gentlemen:

On March 10 we sent you an order for one of your No. 46 sideboards, to be shipped direct to our customer, James Oakley, Pocahontas, Mont. We have written you, asking

when you could make shipment, but have heard nothing whatever from you.

Now, gentlemen, nearly a month has passed. You have at least had time to answer our inquiries. We must insist on immediate and satisfactory information in regard to this order.

Yours truly, (75 words)
Montgomery Ward & Co.

30

(Letter-head) April 20, 1919.

The Grand Rapids Furniture Co.,
Grand Rapids, Mich.

Gentlemen:

On March 10 we sent you an order for one of your No. 46 sideboards to be shipped direct to our customer, Mr. James Oakley, Pocahontas, Mont. On March 26 and April 3 we wrote in regard to the filling of this order. In reply to the second of these letters you wrote that the sideboard would go forward immediately.

More than two weeks have passed, and yet we have not received your invoice, or any intimation that the sideboard has been shipped. We confess that we fail wholly to understand the meaning of this unexplained and inexcusable delay. We have had repeated complaints from our customer, and he threatens to cancel his order and demand the return of his money unless the sideboard reaches him within the next week. If Mr. Oakley refuses to receive the sideboard when it reaches him, we shall hold you accountable and charge you with freight both ways.

Yours truly, (156 words)
Montgomery Ward & Co.

CHAPTER IX

How Money Is Collected

Success in collecting money by mail depends on knowing your person and using briefly just the right arguments.

Be courteous and masterful at all times. If you think long and carefully in advance what you want to say, and then say it as briefly as possible, you will probably have the right style.

A dead beat you must threaten with the terrors and expenses of the law.

An honest man or woman who is short of money you must coax and appeal to by sympathetic argument.

Above all, you must never offend a good customer. To force the payment of money and not drive a customer away is the highest art in writing collection letters.

Most business houses use three or four different letters, the first a simple, brief request, the second a longer and stronger letter, and the third a threat to place the account in the hands of a lawyer if payment is not made without further delay.

31

Collection Forms

Dear Sir:

You have evidently overlooked our account, for which in the usual course we should have received check on the 15th. If we do not hear from you before, we shall draw on you on the 20th, and trust you will honor the draft.

Very truly yours,

32

Dear Sir:

We were disappointed not to receive check from you on the 20th. Our outstanding accounts are particularly large at this season, and it is absolutely necessary for us to make some collections in order to carry our current expenditures. Will you not make a special effort to send us some sort of remittance to help us on our pay-roll Saturday? We shall consider it a favor on your part if you will give this matter special and immediate attention.

Cordially yours,

33

Dear Sir:

We inclose statement of your account, which has now been running three months. You certainly cannot deny that we have been very lenient with you. It is our policy to extend every favor that we can. But if we are going to do business, we must have money to do it with. We feel that you owe it to us in all fairness to do something to help us out. The account is not large, but it is important to us. Accommodation, you know, must be mutual; we have done our best to accommodate you, and we think you must realize that you ought to do something for us. Will you not take this up seriously and let us hear from you by return mail? At least let us know just what we can count on, so that we may arrange our obligations in such a way that we can meet them.

Very truly yours,

34

(Letter-head) Chicago, Jan. 11, 1919.

Mr. J. W. Summers,
322 W. 14th St., New York City, N. Y.

Dear Sir:

Mr. A. W. Feilchefeld has placed his claim against you for \$50 in my hands for collection.

He is disposed to be very lenient with you, and has instructed me to take no severe measures until milder ones have been tried and found unavailing. He feels, however, that he has already extended your credit much longer than would ordinarily be justified, and that in justice to himself he should take steps to secure some sort of adjustment without any further delay.

If you will call at my office any morning I shall be glad to hear anything you may have to say, and I hope we can agree on some plan for settling this matter at once.

May I not see you in the next day or two?

Very truly yours, (body 134 words)*
W. E. Asche.

When a letter such as "W." for "West," appears between the house number and the number indicating the name of a street, no confusion is possible, and the street may be written in figures, always with "th," "nd," or "st" immediately after the number.

Always use a capital for "City" in writing "New York City." It is part of the name.

Do not write a period and two ciphers after figures indicating dollars, except in contracts and special contract letters. It is uselessly confusing. Advertisement writers often use the ciphers to make small sums look large. In contracts the ciphers are used to prevent the fraudulent addition of figures.

* From this point only the words in the body of the letter are given in the count.

35

Mr. W. E. Asche, Attorney,
19 Broadway, New York City, N. Y.

Dear Sir:

I have received your letter in regard to the claim of Mr. A. W. Feilchefeld for \$50. I am sorry to say that I am utterly unable at the present time to pay this claim. I hope to see daylight again within a few weeks, and just as soon as it is within my power to do anything toward settling this debt, I shall certainly do what I can.

Regretting that I cannot give you a more satisfactory answer at this time, I am

Very truly yours, (88 words)
J. W. Summers.

36

Mr. J. W. Summers,
322 W. 14th St., New York City, N. Y.

Dear Sir:

Your letter of the 10th is not at all satisfactory. You can certainly pay something, if only \$5, and set a definite time when you will pay another like amount.

I should be very sorry indeed to have to sue you, and add to your present indebtedness the court costs. Will you not favor me by calling at my office to-morrow morning at 9 o'clock?

Yours truly, (69 words)
W. E. Asche.

37

Mr. W. E. Asche,
19 Broadway, New York City, N. Y.

Dear Sir:

In accordance with your suggestion I am sending you \$5 on account. I will undertake to make additional remittances of \$5 on the first day of each month. This is the very best that I can see my way to promising at the present time, and I hope you will accept this offer. If a little later I can see my way clear to doing better than this, I shall be glad to do all I can.

Yours truly, (79 words)
J. W. Summers.

38

Mr. J. W. Summers,
322 W. 14th St., New York City, N. Y.

Dear Sir:

Thank you for remittance of \$5 to apply on account of claim of A. W. Feilchefeld for \$50. I also note that you agree to pay \$5 on the first day of each month till the claim is settled.

I cannot say that this will be satisfactory to Mr. Feilchefeld, but I shall convey your offer to him and shall advise him to wait five or six weeks before taking any further steps. I hope by that time that you can make a better proposition.

Yours truly, (88 words)
W. E. Asche.

CHAPTER X

Letters to Ladies

In writing to ladies a more formal courtesy is required than in writing to men, and a more elaborate politeness.

If the writer does not know the lady addressed, he should invariably begin "Dear Madam."

If he is acquainted with her he will begin "Dear Mrs. Blank" or "My dear Mrs. Blank."

It must be remembered that ladies are chiefly familiar with the social forms in letter writing, and business letters to them should tend toward the social style rather than toward the terse brevity which men like best.

39

(Letter-head) Dec. 20, 1919.

Mrs. Wm. R. Jones,
4537 Grand Boul., Chicago, Ill.

Dear Madam:

Mr. Simpson wishes me to say that he is very sorry indeed that he was not in his office when you called yesterday. He was away all the forenoon, and did not know until this morning that you had called.

If there is any way in which he can serve you it will give him great pleasure to do so.

Respectfully yours, (64 words)
Agnes Bartlett, Sec.

40

(Letter-head) Jan. 3, 1919.

Miss Sarah Jackson,
439 Columbus Ave., Boston, Mass.

Dear Madam:

I explained your wishes to Mr. Simpson when he returned to the office, and he has requested me to say that he is very sorry indeed, but he is quite unable to get passes even for himself. He regrets exceedingly that he cannot be of service to you.

Respectfully yours, (52 words)
Agnes Bartlett, Sec.

41

(Letter-head) May 31, 1919.

Miss Jane I. Volwart,
37 Plymouth Place, Detroit, Mich.

Dear Madam:

I have carefully considered your application for a position in my office, and have tried to make a place for you, as I should be very glad indeed if I might oblige Mrs. Peterson, for whom I have the highest consideration. At this season of the year, however, business is somewhat slack, and we have all the help we can possibly make use of for some months to come.

I have your address, and if anything should open up, it will give me great pleasure to be able to write to you.

With sincere regrets,

Most cordially yours, (100 words)
William P. Jackson.

42

(Letter-head) Mar. 21, 1919.

Dear Miss Kennedy:

I regret to say that I am obliged to return your little sketch. It has considerable merit, but it is not precisely adapted to the needs of our business, and I do not think I should be justified in using it. Possibly you might find some other advertising manager to whose needs it would be better suited.

Thanking you for your consideration in submitting it, and once more expressing my keen regret, I am

Very truly yours, (85 words)

Barclay Dutton,
Adv. Manager.

Miss Agnes Kennedy,
15 Park Row, New York City.

The formal and old-fashioned manner of closing this letter is justified by the man's deference for the lady.

"Adv." is a better abbreviation for advertisement than "ad.," but it is better to avoid abbreviations.

43

(Letter-head) Jan. 31, 1919.

My dear Mrs. Dudley:

I was informed this afternoon that you wished to get a sideboard to match your new dining-room woodwork. I trust you will permit me to be of service to you in this matter, and I shall be very glad indeed if I can assist you.

The best way is to have the sideboard made to order to match a sample of the wood. If you will have a small piece of the wood prepared to match the color of the woodwork exactly, I will order the sideboard made by a manufacturer

with whom I am acquainted, and it will cost you no more than a similar sideboard taken out of stock.

When you have chosen the style you wish, let me know, and I will attend to the matter at once.

Sincerely yours, (138 words)
G. Augustus Belmonte.

Mrs. S. A. Dudley,
403 Park Ave., New York City.

CHAPTER XI

Professional Letters

In letters written by lawyers, doctors, and other professional men, the social style is usually more suitable than a strictly business style.

Letters to those with whom the writer is personally acquainted should never begin "Dear Sir" or "Dear Madam," but usually "My dear Mr. Buck" or "Dear Mrs. Dudley." The word "My" seems to indicate, not greater intimacy, but a desire to show greater cordiality. It is a little more effusive than "Dear So-and-So" without "My." When the letter begins with the name of the person addressed, the full name and address should be placed at the end. In dictating it is convenient to give the name and address first; but the stenographer may write it at the head of the letter.

44

(Letter-head) Oct. 4, 1919.

Dear Mr. Hoadley:

Your case comes up for trial a week from today. I think we are fully prepared, but I should like to see you the day before and go briefly over the points we are going to make. I will telephone you the day before, and we can arrange a meeting either at your office or at mine. Should anything prevent your being on hand, be sure to let me know.

Very truly yours, (76 words)

Mr. H. M. Hoadley,
4546 Drexel Ave., Chicago.

Notice that in writing a business letter to a friend, the usual

closing form is retained, the same as in any business letter, though plain "Yours truly" appears rather too cold. "Sincerely yours" and "Cordially yours" are better reserved, the first for letters of friendship purely, the latter for cases in which effusiveness to strangers is the purpose. "Cordially yours" seems too patronizing to be used in writing to a friend or associate.

45

(Date line.)

My dear Mrs. Paisley:

I have been notified that the taxes on your lot at Austin have not been paid and the lot will be sold for taxes next week. I presume that for some reason the tax notices have not reached you and that you have overlooked the matter. If you wish I will send my check for the amount—now \$10.65, including some fines and fees—and you may remit to me at your convenience.

Please let me hear from you as soon as possible, as the time is short.

Very truly yours, (96 words)

Mrs. Hiram M. Paisley,

Vincennes, Ind.

46

(Date line.)

My dear Frank:

I have just heard of a position with Boardman & Laidley, Board of Trade Building, which I think you can fill and which will be worth your effort to get. You may present this letter to Mr. Laidley by way of introduction, and tell him I shall consider any favor he may extend to you as creating an obligation on my part.

With best wishes,

Sincerely yours, (72 words)

Mr. Frank P. Lawson,

7 Caxton Bldg., Chicago.

47

(Letter-head) July 11, 1919.

My dear Henry:

This will present to you a young friend of our family, Miss Myrtle Reed. I understand she is an accomplished stenographer and typist. We all like her very much personally, and I feel quite sure she will prove faithful and trustworthy.

She would like to get a congenial position, and if you can help her in any way to a position either in your own office or in that of some friend of yours, you will confer a favor on me as well as on her.

As ever,

Your friend, (93 words)

John H. Higgins.

Mr. Henry Jolams,

54 Broadway, New York City.

A letter like this, which is to be shown to a business man, must have just the right amount of familiarity and formality—not too much of either.

48

(Letter-head) July 12, 1919.

My dear John:

I will do what I can for your friend, Miss Myrtle Reed, who called today and presented your note. I think perhaps I can help her. She is an attractive-looking girl, and if she can work well I am sure we shall all be pleased with her. We are putting on an extra stenographer next week, and I will give her a trial.

With best wishes,

Sincerely yours,

(71 words)

Henry Jolams.

Mr. John H. Higgins,

79 West 92nd St., New York City.

Notice the hyphen in "attractive-looking." When an adjective rather than an adverb precedes a participle, the hyphen should always be used. We write "well known" as two words, because "well" is an adverb naturally modifying the participle; but "hard-headed" with a hyphen, since to omit it would leave an adjective incorrectly placed before a participle.

49

45 Park Ave., New York City,
July 14, 1919.

Dear Mr. Higgins:

I want to thank you once more for your kind note of introduction to Mr. Jolams. I presented it, and he received me very kindly. He says his firm is putting on an extra stenographer next Monday, and he will give me a trial. I certainly hope I shall not disgrace you. In any case, I am deeply grateful for your kindness.

Sincerely yours, (67 words)
Myrtle Reed.

Mr. John H. Higgins,
79 West 92nd St., New York City.

When a young girl or married woman writes to a person who knows her very well, the Miss or Mrs. in parentheses is not required. Use that only in writing to strangers who may not know whether the writer is married or single, for the only object is to give information and save embarrassment.

50

79 West 92nd St., New York City,
January 3, 1920.

My dear Miss Reed:

I met a friend last night who told me he was looking for a stenographer. He is a man I know is in the habit of paying

a great deal more than you are probably now getting, and it occurred to me that you might like to apply for the position. I inclose a note of introduction, and hope it will be of use to you.

Sincerely yours, (72 words)
John H. Higgins.

Miss Myrtle Reed,
45 Park Ave., New York City.

51

45 Park Ave., New York City,
January 7, 1920.

Dear Mr. Higgins.

It was exceedingly kind of you to remember me, and you will be glad to know that your letter of introduction to Mr. Farnum has helped me to a position paying half as much again as I was getting with Mr. Jolams. I was sorry to leave him, for he was very kind to me, and I found his work pleasant. The additional salary, if I can manage to please Mr. Farnum, will be very welcome to my mother and me, however.

My mother also wishes me to express her appreciation of your kindness, and sends her regards to your wife.

Sincerely yours, (106 words)
Myrtle Reed.

Mr. John H. Higgins,
79 West 92nd St., New York City.

If this young lady had written "to Mother and me," "Mother" would have become a name, and so should be capitalized; but "to my mother and me" leaves "mother" a common noun, which should be written with a small letter. In a salutation we write "Father," "Mother," "Brother," "Sister," etc., with a capital letter whether we use "My dear," or simply "Dear." Always write "dear" with a small letter after "My."

52

Lake Shore Drive, Chicago,
June 29, 1919.

Mrs. David G. McCormick,
Lake Forest, Ill.

Dear Madam:

Mrs. Farwell has been unexpectedly called to New York to be with her sister, who is ill at St. Luke's Hospital. She will, therefore, be unable to attend the meeting of the directors of the Woman's Guild next Saturday. She has written out her report as chairman of the finance committee, however, and wishes me to ask you if you will present it to the directors for her.

I am copying it on the typewriter, and hope to have it ready by Thursday. If you will let me know in the meantime whether you will be at the meeting or not, and can present the report for Mrs. Farwell, I will mail it to you when I have it ready.

I know Mrs. Farwell will be very grateful to you if you can do this for her.

Hoping to hear from you soon in regard to the matter,
I am

Respectfully yours, (154 words)
Myra Bosworth, Secretary.

Notice that "Hospital" is capitalized when it is part of a name, just as "Hotel" is.

While in a strictly business letter from a man, the abbreviation "Sec." for "Secretary" would be allowable, in a social letter of this kind it is usual to spell out all words.

In a case like this, a young lady who signs her name as "Secretary" would not place "(Miss)" before her name lest it seem presumptuous. It would be assumed that she was unmarried.

CHAPTER XII

How to Acquire an Easy Style in Letter Writing

There is a close connection between good letter writing and skill in conversation. The difference lies in the fact that the good letter writer takes part in a condensed, imaginary conversation, while the real conversationist must usually have the stimulus of the occasion and interesting people.

But the way to become a good letter writer is to practice imaginary conversation. The person with an imagination may be timid and shrinking, and so in fact a very poor conversationist. For that reason—that is, from lack of practice—he may lack ease and freedom of expression. But he can easily make up for this by practicing imaginary conversations, where there will be nothing to make him afraid. And that is the true way to acquire an easy style in letter writing—carry on imaginary conversations an hour every evening.

53

58 Royal St., Boston, May 19, 1919.

My dear Sherman:

My wife and I are going South for a month on May 25, and we have thought possibly you would like to take our house while we are gone. You will be expected to act precisely as if you were in your own home, and we shall feel at ease if we can know that some responsible person is taking care of the place. You see, therefore, that you will be conferring a great favor on us if you can arrange to move over.

Will you let me know by day after tomorrow if this arrangement will be agreeable to you?

Kind remembrances to the family.

Yours sincerely, (120 words)
Joseph Markham.

Mr. Alec Sherman,
Thorndike Hotel, Boston.

54

Thorndike Hotel, May 20, 1919.

My dear Markham:

It was certainly very kind of you to think of us in connection with the occupation of your house during your absence. If it will be any accommodation to you, it will certainly give us pleasure to go out to Allston for a month, and we shall look on it as a special privilege.

Mrs. Sherman and I will go out day after tomorrow evening and look the ground over. Mrs. Sherman says she hopes Mrs. Markham will put away all her best china and valuable bric-a-brac, for she feels very nervous about touching other people's precious belongings.

By the way, will your servant remain with us? Or must we look elsewhere for help?

Until we meet,

Your friend, (112 words)
Alec Sherman.

Mr. Joseph Markham,
58 Royal St., Boston.

55

700 Beacon St., Boston, Sept. 5, 1919.

My dear Mrs. Paxton:

My wife has left at my office a bundle of books which she intends for the Hospital Club. They have been lying

here ever since she went away in August, and I owe the Club a profound apology for my negligence in not attending to the matter sooner. I would send them to you at once now if I knew you were in town. If you are not in town, I should be glad if you would tell me what to do. Please direct me, and believe me

Faithfully yours, (94 words)

Mrs. Henry Paxton,
Brookline Village.

Silas Cummings.

56

Henniker, N. H., Aug. 15, 1919.

Dear Mr. Morrill:

I have not received my rent for the house in town for August yet. It was due Aug. 1. I wish you would call up Mr. Stillings on the telephone and tell him it would be a great convenience to me if he could send me a check at once. You know the interest on the mortgage is due September 1, and I shall not have enough money to pay it unless I get a check from Mr. Stillings for two months.

Have you succeeded in doing anything with our case against the Baxter Company? Their building has deprived me of half the income from the Newton Street house. I suppose we must take what we can get from them; but I want the matter pushed to some sort of conclusion as quickly as possible.

I pity you in town these hot August days. But if you were not there I do not know what I should do.

Sincerely yours, (163 words)

Martha V. Cooke.

Mr. James Morrill,
Attorney-at-law,
40 Boylston St., Boston.

Colorado Springs, Colo.,
Oct. 17, 1919.

Dear Mr. Collins:

I want to ask you a favor. Of course, I assume you will be eager to oblige me, but for all that I assure you in advance that I am properly grateful.

I have just heard that my friend Frances Runlett is to be married the first of next month to a Mr. Henry Slocum of San Francisco. I have never seen him, but I am told he is handsome, generous, and rich. I wish I knew more about his position.

Now, I know that it would give Frances pleasure if the coming event were announced in the Chicago papers. I confess I don't know how these things are managed, but I suppose you give the item to the society editors. You will know just what to do and how to do it.

Once more let me thank you for attending to the matter.

Sincerely yours, (147 words)
Florence Westcott.

Mr. Charles X. Collins,
Care the Tribune, Chicago.

A tone of pleasant banter is considered appropriate when a young lady writes to a young man she knows well. The person who uses this manner should be sure he or she is master of it.

When "now" is used as a sort of expletive, it is nearly always set off by a comma; but if it is used to mean "at this time," it should not be set off by a comma.

Many people suppose that the comma is used to take the place of an omitted "and" in such groups of words as "handsome, generous, and rich," and therefore no comma is required before "and." There is good authority for omitting the comma, but I consider it better usage to retain it. Omission of the comma in such groups as "He was rich and handsome, well-bred and gentle, and in every

way a man to be admired," would run the last two groups of words together in confusion, since "well-bred and gentle" needs to be kept as a group by itself, and "and" in this group has a very different effect from "and" following it. But either usage has ample authority.

58

665 Fifth Ave., Cleveland, Ohio,
Dec. 18, 1919.

Dear Mr. Carter:

I want you to pick out a few books for me for Christmas presents. I have been trying to get to the store and pick them out myself, but I find I cannot do so. I know you have very good taste, so I am going to depend on you, and beg that you will attend to the matter with your usual faithfulness and care.

I want a pretty edition of the Blessed Damosel, not over \$2, for a young lady friend. For my husband I want a good library edition of Bryce's American Commonwealth. I suppose you have some new picture books for children this year. Don't give me anything silly or cheap-looking. I want a good-sized book, not to cost over \$2, for a little boy of ten. Then I want a large picture book worth about 50 cents for a small boy of three. Send me also a nice story book for a girl of twelve—something like Little Women, only new.

If you can pick these books out tomorrow and have them sent up to me, I shall be very grateful.

Faithfully yours, (189 words)
(Mrs.) Charles Dexter.

Mr. Allen Carter,
Care Burrows Bros., Cleveland.

The titles of the books in this letter are common, and need not be inclosed in quotation marks or underscored.

Notice the hyphens in "cheap-looking" and "good-sized" (adjectives combined with participles). Observe also the dash before "something," indicating an abrupt transition.

59

665 Fifth Ave., Cleveland, Ohio.
Dec. 23, 1919.

Dear Mr. Carter:

Thank you ever so much for your kindness in attending to the books for me. They came yesterday, and I am very much pleased with all your selections, especially with the copy of the Blessed Damosel. That certainly is a beautiful book.

Mr. Dexter will send a check to cover the bill.

Yours faithfully, (57 words)
(Mrs.) Charles Dexter.

Mr. Allen Carter,
Care Burrows Bros., Cleveland.

CHAPTER XIII

Two Kinds of Letters—Buying and Selling

In business there are two things—buying and selling. Successful buying consists in knowing what to buy, and the only important thing in buying is to specify everything you want and make it perfectly clear just how you want it.

Buying letters should be just as brief as possible—they can't be too brief in the mere matter of words if they cover clearly every essential point.

Selling letters, on the other hand, must be as long as the prospective customer will read—and must display all the fine art and highest skill in letter writing. It is in these letters that the fine art of business English is displayed and in which the true art of advertising must be constantly exercised.

Note. Observe that f. o. b. means "free on board cars" (in the town mentioned, usually the place from which shipment is made), and c. i. f. means "cost, insurance, and freight," or that bill includes safe delivery to the town of the buyer. F. o. b. the customer's town amounts to the same thing, and nowadays "c. i. f." is seldom used.

Buying Letters

60

(Letter-head) July 10, 1919.

The Jones Belting Company,
Ashland, Pa.

Gentlemen:

We are inclosing our order No. 31067 for one 4-in. leather belt, 12 feet in length, your No. 635, to be shipped by you

direct to our customer, Mr. J. M. Fifield, Wichita, Kans., by express prepaid. Please see that this belt is carefully packed and shipped promptly. On receipt of this order, please notify us when you expect to make shipment, and as soon as shipment is made notify customer when he may look for delivery and by what line.

Your prompt and faithful attention to this order will be appreciated.

Very truly yours, (95 words)

Montgomery Ward & Co.

James Hall, Mgr. Machinery Dept.

In a name like this always spell out the word "Company"; do not write "Co."

We always capitalize "No." before figures. Notice the hyphen in "4-in."

Letters to business houses are usually much more condensed and abrupt than letters to retail customers, to whom extra politeness is considered necessary in order to promote sales.

"Mgr." for "manager" is more of a contraction than an abbreviation proper, but it is always written with a period as an abbreviation instead of with apostrophes (M'g'r), because the period is easier to write, and the word occurs so often. "Bldg." for "building" is also nearly universal.

61

(Letter-head) July 18, 1919.

The Jones Belting Company,

Ashland, Pa.

Gentlemen:

On July 10 we sent you our order No. 31067 for one 4-in. leather belt 12 ft. in length, your No. 635, to be shipped direct prepaid. We asked you to notify us on receipt of this order when you would make shipment, which we were anxious to

have made as promptly as possible. We have as yet heard nothing from you.

Will you please acknowledge this order at once, and state when shipment will be made, if indeed you have not already made it?

Yours truly, (98 words)
Montgomery Ward & Co.
James Hall, Mgr. Machinery Dept.

Selling Letters—With the Inquiries They Answer

62

Janesville, Ind., Mar. 3, 1919.
The Washington Shirt Company,
Chicago, Ill.

Gentlemen:

I understand you sell men's furnishings by mail. Have you anything that will show fully what you offer? I wish to buy, but would like full information in regard to what I purchase, and also would like to know if I may return anything I don't like.

An early reply will oblige

Yours truly, (56 words)
Henry Farley.

63

(Letter-head) Mar. 4, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

In compliance with your request of yesterday we hasten to send you our complete catalogue, in which you will find a detailed description of our entire line of goods.

We make it a rule to protect our customers in every possible way. If goods are not satisfactory, they may be returned at our expense. We also ship C. O. D., with privilege of examination, but ask the customer to send at least \$1 with his order, as a guaranty of good faith and an indication that he means business.

We believe that we have the finest goods in our particular line to be found in Chicago, or anywhere else. You will find us prompt and courteous, and anxious to do anything we can to serve you. Our salesmen and correspondents are at your disposal, and we shall be glad to give you fuller information at any time if you let us know just what you are looking for.

Trusting we may hear from you again at an early date, and have the honor of filling your orders, we are

Most cordially yours, (182 words)

The Washington Shirt Company.

Notice that it takes two or more articles of a kind to make a "line." Some people will speak of a single insurance policy as a "line of insurance." This is absurd.

Since "we are cordially yours" reads right along as a connected sentence, no comma is required after "we are."

64

(Letter-head) Mar. 16, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

About two weeks ago we had an inquiry from you in regard to our line of goods, and wrote you immediately, sending you our catalogue. We should be glad to know if the catalogue reached you promptly. If it did not come to hand, please let us know and we will send another.

We are confident that we have the best goods in our line

to be found in the city of Chicago, or in any other city, and at reasonable prices. You will not find anywhere a house that will extend you more courtesies, or deal by you more fairly, nor will you anywhere get prompter service. We pride ourselves on the promptness with which we fill all orders. Many of them are filled the very day they are received.

May we not hear from you shortly and know in what way we may serve you?

Yours truly, (149 words)
The Washington Shirt Company.

Always write "anywhere," "everywhere," "anything," "everything," etc., as single solid words without division of any kind. Careful writers divide "every one," "any one," making two words.

65

Janesville, Ind., Mar. 20, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen :

I want a pretty pink and blue necktie for about 50 cents. I do not care to go higher. I want one that will wear well and look rich. What would you recommend? I also want some shirts and collars. Can you recommend your 50-cent unlaundered shirts for wear? Do you think your 12½-cent collars are as good as the E. & W. 25-cent ones?

As soon as I hear from you I will send you an order.

Yours truly, (78 words)
Henry Farley.

Always write 50c, 75c, etc., rather than \$.50, or \$0.75. There is less danger of confusion.

66

(Letter-head) Mar. 21, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

We think we have such a tie as you describe in yours of yesterday, and if you will send us an order, with as full a description as possible of what you want, we will exercise our best judgment, and believe we can send you something pretty. In any case, you know, it may be returned if you do not like it and we will make another selection or refund your money.

The bosoms of our 50-cent unlaundered shirts are rather small, and, of course, the material is not of the finest. We have something at 65 cents, which you will find described under No. 4786, on page 32 of the catalogue, which we can recommend in every possible way, and we believe that you will find this a better bargain than the cheaper shirts, though they are as good for the money as you will find anywhere, and, if anything, a little better.

We do not hesitate a moment in recommending our 12½-cent collars, in quarter sizes. We can fit you perfectly, and you will not be able to tell the difference between these and collars costing double. Remember that you get two of these for one of the others.

Hoping to receive your order at an early date, we are

Very truly yours, (217 words)
The Washington Shirt Company.

Account for the commas in the first sentence. Why no comma before "and we will" in the second sentence when the subject changes?

67

Janesville, Ind., Mar. 30, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen :

Please send me by express, C. O. D., your neatest pink and blue 50-cent necktie, two 65-cent unlaundered shirts, and half a dozen of your 12½-cent collars. I inclose \$1.

Yours truly, (31 words)

Henry Farley.

CHAPTER XIV

When to Write a Long Letter and When to Write a Short Letter

If you are going to write to a customer in a simple and conversational style, you must form the habit of imagining that the man is sitting in a chair beside your desk as you write.

But you must bear in mind another thing, and that is that he will read your letter a thousand miles away when he is in a hurry and when he can give no more than two or three minutes to what you have to say. When you write, think of him as sitting beside you. When you are planning your letter, think of him as he really is in his home or business office.

Write a long letter to

A person of leisure
A woman not in business
A customer who has asked
you a question

A customer who is angry and
needs quieting down, and will be
made only more angry if you
seem to slight him

A man who is interested, but
must be convinced before he will
buy your goods

Write a short letter to

A busy business man
An indifferent man on whom
you want to make a sharp im-
pression

A person who has written you
about a trivial matter for which
he cares little

A man who wants only a rec-
ord of a piece of information

A person who needs only the
slightest reminder of something
he has forgotten or overlooked

Never write a longer letter than you have good reason to believe will be read all through. A busy business man will never wade through a long explanation.

68

(Letter-head) Mar. 31, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

Thank you for your order of yesterday, with remittance of \$1. Unfortunately you omitted to give the size of shirts and collars. We would suggest that you send not only the neck measurement, but the length of sleeve desired. In measuring the sleeve, measure from the seam on the tip of the shoulder to the wrist.

As soon as we know the sizes desired we will give your order prompt attention, and you will get the goods within a day or two.

Once more thanking you, we are

Yours truly, (91 words)
The Washington Shirt Company.

69

Janesville, Ind., April 3, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen:

My neck measure is 16 inches, and sleeve 33. Kindly send the goods as soon as possible.

Yours truly, (20 words)
Henry Farley.

Numbers indicating measurements or suggesting statistics should always be given in figures, never in written words.

70

Janesville, Ind., April 5, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen:

I expected to receive, today at the latest, the goods ordered of you Mar. 30, but they have not yet reached the express office. Let me know by return mail when I shall get them.

Yours truly, (38 words)
Henry Farley.

71

(Letter-head) April 6, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

The goods ordered by you March 30, you will remember, we were unable to ship until we had received the sizes given in yours of April 3. It takes about a day for us to select the goods and fill out invoices. Shipment was made yesterday, and notification card mailed you. No doubt you have received the goods before this.

We hope you will be pleased with what we have sent you, and that we may be favored with additional orders from you in the future.

Yours truly, (90 words)
The Washington Shirt Company.

72

Janesville, Ind., April 6, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen:

The goods I ordered from you came this evening. The shirts and collars are all right, but I do not like the necktie at all. I wanted something quiet and sober, and you have sent me a flaring, high-colored thing. I send it back by mail, and will ask you to send me another, such as I want.

Yours truly, (62 words)
Henry Farley.

We may write "highly colored" (participle and adverb) or "high-colored" (compound word).

73

Mr. Henry Farley, (Letter-head) April 7, 1919.
Janesville, Ind.

Dear Sir:

We are very sorry to see by your favor of the 6th that the necktie we chose did not please you. We are very glad you acted promptly and returned it, and no doubt we shall receive it today or tomorrow. Just as soon as it comes to hand we will pick out another that we hope will please you better, and send it at the earliest possible moment.

We are always anxious to please our customers, and you will find us ready at all times to make every possible effort to meet your wishes.

Trusting we shall be more fortunate this time in our selection of a necktie, we are

Very truly yours, (116 words)
The Washington Shirt Company.

However irritating a customer's letter may be, a business letter writer should always preserve the same unvarying air of extreme politeness.

74

Janesville, Ind., April 10, 1919.

The Washington Shirt Company,
Chicago, Ill.

Gentlemen:

A day or two ago I received your letter dated April 7, in which you said you would send me another necktie at once for the one I returned to you. I have not yet received it, and wish you would trace it.

Yours truly, (46 words)
Henry Farley.

75

(Letter-head) April 11, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

We regret to know by your letter of the 10th that the second necktie sent you had not come to hand. It was placed in the mails on April 8, but Uncle Sam is often a little slow with bundles of merchandise, and it is our experience that goods lie two or three days in the postoffice here before they go out.

If you do not receive the necktie by the 14th, let us hear from you again, and we will do what we can to trace it.

Hoping, however, that there will be no more delay, and that the article when received will prove satisfactory, we are

Very truly yours, (113 words)
The Washington Shirt Company.

76

(Letter-head) July 25, 1919.

Mr. Henry Farley,
Janesville, Ind.

Dear Sir:

Some time ago we received a small order from you, which we hope we filled to your satisfaction.

We are mailing to you today our new fall catalogue, and ask you to look it over carefully, for we believe we have as fine a line of goods as you will get anywhere, and at most reasonable prices.

You will find us exceptionally prompt, and always courteous. Anything you do not like may be returned at our expense, and we will send you something else in its place, or refund your money. So you see that you take no risk whatever in shopping by mail.

May we not hear from you again soon?

Cordially yours, (115 words)
The Washington Shirt Company.

CHAPTER XV

Answering Inquiries

Before answering any letter be sure that you understand fully all about the subject concerning which you are going to write. If you do not understand clearly every phase of it, make inquiries until you understand.

When you understand the matter yourself, explain everything clearly point by point to the customer.

Think of the customer as a little child, and tell him all about first this point, and then the next point, and then the next point. Consider carefully just what he knows, and just what he would like to find out. Try to put yourself in his place.

Letters answering inquiries should usually be quite long, if there are many details to explain.

77

A Poor Answer to a Letter Ordering Goods

(See Letter 25, Chapter VII.)

Miss (Mrs.?) Martha Martin, (Letter-head and date.)

Shelbyville, Ind. (?)¹

Dear Miss² or Madam:

We hereby³ acknowledge receipt of your esteemed⁴ order of the 8th inst., which has had our prompt attention.⁵ We are unable to ship the goods, however, since you do not state what quality and kinds of goods you wish, do not state how you wish the goods shipped, and make no inclosure of funds.⁶

We do not ship C. O. D. unless the order is accompanied by sufficient money to cover the cost of transportation.⁷

If you will supply us with the necessary information as to quality and kind of goods desired, and will remit a sufficient amount at least to cover transportation, we will give your order immediate attention.

Yours truly,

Siegel, Cooper & Co

1. Do not insult a customer even by the hinted criticism of a question mark.
2. "Miss" should never be used in opening a letter.
3. Such words as "hereby," "herewith," etc., are usually unnecessary in a letter, and help to give it that forbidding formality which repels and deadens interest.
4. Useless jargon, quite meaningless.
5. How many business letters contain statements of this kind, which really mean nothing, even if they are not untrue!
6. The writer evidently did not know what she wanted, and detailed information should have been supplied.
7. Too much bluntness, and too many commercial words.

The Right Answer to This Letter

Martha Martin,

(Letter-head and date.)

Shelbyville, Ind.

Dear Madam:

We have received your order of the 8th, but are unable to fill it until we find out a little more exactly what you want. Do you wish Rand, McNally & Co.'s Popular Atlas of the World, price \$4? We sell a great many of these.

What price do you wish to pay for handkerchiefs, and do you wish white or colored, ladies' or gentlemen's size?

What brand of soap do you prefer, and what price would you care to pay?

We have ladies' fancy writing paper, put up 24 sheets and 24 envelopes in a box, at 48c to 85c a box; also very good notepaper by the pound at 30c, envelopes to match 18c a package.

It will be cheaper for you to send the necessary amount of money in advance, and let us ship to you by express, you paying the express charges when you receive the goods. Of course we will let you exchange or return any goods you do not like. If you prefer, you may send \$1, and we will ship by express and let the express company collect the rest.

As soon as we hear from you, we will give your order prompt attention.

Very truly yours,

Siegel, Cooper & Co.

Notice—

1. That as "Martha Martin" did not write "Miss" or "Mrs." before her name, no title can safely be used;
2. That in selling by mail you must give the smallest order as much attention as the largest. The small buyer may become the big buyer; and besides, the greatest successes have been based on uniform courtesy to all;
3. That the ignorant customer wants suggestion and help—which should be sympathetic, and not officiously obtrusive;
4. That every item spoken of should have a paragraph to itself, and the facts should be stated in perfectly simple language, without any trade terms;
5. That while a letter ordering goods may be as short as you can make it, a letter explaining difficulties must be sufficiently long to cover fully all the details.

A Poor Reply to a Letter of Inquiry

(A customer writes to say, "I am thinking of buying a piano. I want something good and cheap. What would you advise? Have you silver G strings for a violin? I have a pretty good violin, but

the G string grates somewhat, and I thought possibly a silver string might be better. What do you charge for Chopin's Nocturnes?"")

Blank & Blank, Chicago, Feby.¹ 3rd,² 1919.

Mrs. John Farwell,

Aberdeen, Ala.

My Dear³ Madam.—In⁴ reply to your esteemed favor, which seems to have no date,⁵ we are sending you our complete catalogue, in which you will find full particulars of all the styles of pianos, violin strings, and music which we have, with prices attached.⁶ We sincerely hope you will be able to make a suitable selection, and that we may be favored with your valued⁷ order at an early date.

Tusting this information may be entirely satisfactory,⁸ we beg to remain,⁹

Yours truly,

Blank & Blank.

1. When a word is condensed instead of being abbreviated, no period is required at the end. Use an apostrophe in place of the missing letters, and write "Feb'y," "Ass'n" (for "association"), etc. It is always better to use the regular abbreviations—"Feb.," "Jan.," etc.

2. The best usage is to omit letters after the day of the month and write "Feb. 3, 1919," etc., especially when the year is given. When the day of the month only is given, as "3rd ult." the letters after the figure are absolutely required and cannot be omitted.

3. When "dear" is not the first word of the salutation, it should never be capitalized. To address a stranger as "My dear" is a breach of social etiquette, justified (if at all) only when there are special reasons for wishing to force familiarity.

4. A comma and a dash after the salutation are correct if you prefer that punctuation to a colon, but not a period and dash. "In" should begin a new paragraph.

5. Almost an insult to the customer to remind him that he has not dated his letter.

6. "Attached" is used in a technical commercial sense, and might confuse an ignorant person. This reference to prices may just as well be omitted, for the customer in looking over the catalogue will find the prices.

7. "Valued" is meaningless here.

8. A word greatly overworked, and having little or no distinct meaning.

9. The comma is not required, for the sentence is "beg to remain yours truly." This last sentence has been inserted merely to fill out and make a close. It is just as well to omit it entirely and write simply, "Yours truly."

The Same Letter Rewritten

The letter quoted above is a very stupid one, and is precisely the kind that is likely to drive a customer away just when relations have been opened and an excellent sale is in prospect. Any salesman who met a customer in a store in this indifferent fashion would be discharged instanter.

Blank & Blank, Chicago, Feb. 3, 1919.

Mrs. John Farwell,

Aberdeen, Ala.

Dear Madam:

We are much interested in your letter just received and are sending you our catalogue.

About what price did you want to pay for a piano, and for what sized room did you want it? We have a great variety, and many excellent instruments at astonishingly low prices. If you will kindly tell us just what you had in mind, we shall take great pleasure in advising you to the best of our ability.

Quite possibly a silver string would improve the tone of your violin. We can send you one for \$1.

We inclose a little folder with prices of standard music which we carry. You will find Chopin's Nocturnes quoted on

pages 3, 9, and 12. You will also find them in some of the general collections described on page 2. If you do not find just what you want, write more in detail.

We shall look for another letter from you in a day or two, for we feel sure we can please you, and you can always depend on fair and courteous treatment from us.

Very truly yours,

Blank & Blank.

CHAPTER XVI

Talking in a Letter

A business letter or advertisement differs from business talk in that it must cover the subject in 100 to 200 words, whereas in talking a salesman may use 1,500 or 2,000 words or more.

A business letter must, therefore, be very clear, very terse, very forcible, and straight to the point.

Use short sentences and plain words, and try to write in the same simple style in which you would talk. Business English is conversational English, only briefer and more careful.

Colloquialisms and Slang

Since business letters are written in conversational English, the standard of purity is different from that which applies to literary English.

Slang may be defined as words or phrases which have a touch of vulgarity about them that prohibits their use in writing of any kind and also in refined conversation.

Colloquialisms are homely expressions which do not shock the refined ear in conversation, but which are out of place in careful literary compositions.

Colloquialisms may be used in letter writing if necessary to make the meaning clear and forceful, but slang should be strictly avoided.

Examples of permitted colloquialisms: "Letters that pull," "a lot" for a "great many," "proposition" in the sense of "business undertaking," "get down to brass tacks."

Examples of objectionable slang: "Bust" for "burst" or "break," "cut it out," "beat it," and all card-playing and sporting phrases, as they have an undignified suggestion of vulgarity.

79

Colloquial English

Actual Letter Written by Well Known Advertising Manager

Dear Sir:

I am glad to indorse again Sheldon's system of letter writing. You ask in what ways the course is beneficial. It is as if a father took his son aside and put him next to the game.¹ Sheldon is a practical business man, and has dealt so long with practical men that his writings get right down to brass tacks.¹ If you were going to start a new salesman in your business you could take him aside and tell him in an informal way lots¹ of things you probably wouldn't write out. You tell him how to go easy¹ with the old man¹ there, and how to keep from stepping on the toes of this other man. You tell him some of the mistakes that have been made and what you learned by them. In short you give him standpoint. Now that is what Sheldon does more than any other writer I ever read—he gives you standpoint. Although I pass for a capable letter writer I take my hat off¹ to Sheldon.

Yours truly,

1. This letter was written to a business acquaintance and is expressed in exactly the language that would have been used in talking to him. If the letter had been addressed to some one else, these colloquialisms might have been entirely out of place. The rule is: Be natural but never vulgar.

Easy Formality

80

Freeport, N. Y., Mar. 30, 1919.

**Mr. John Wanamaker,
New York City, N. Y.**

Dear Sir:

I wish to get a dress made to order, and write to you to know what you can do for me. Do you send samples of spring dress goods? And do you have anything which shows styles and how to take measurements?

An early reply will greatly

Oblige (50 words)

(Mrs.) Bertha M. Smith.

Notice that "made-to-order" with hyphens is an adjective, as in speaking of "made-to-order garments"; but "made to order" without hyphens is a verb, as in this letter.

81

Mrs. Bertha M. Smith, (Letter-head) April 1, 1919.
Freeport, N. Y.

Dear Madam;

In accordance with your request of March 30, we take pleasure in sending you our spring catalogue under separate cover, including a large variety of sample pieces of summer dress goods, representing all the latest and prettiest weaves. We believe that we carry the largest line of high-grade dress goods in this country, and the name "Wanamaker" is

a synonym for excellence at a moderate price. If you will write us more in detail, we shall have the greatest pleasure in assisting you to make a suitable selection.

May we not have the pleasure of hearing from you again in a short time?

Yours very truly, (104 words)

John Wanamaker,

By S. D.

It is not necessary to be stiff even if you are formal in a business letter. In this letter and the others in this chapter colloquialisms would be out of place. You cannot talk to a strange lady in the same free style you would to an intimate friend.

Never say "we *will* have pleasure," but always "we *shall* have pleasure," "we *shall* be glad."

82

Freeport, N. Y., April 9, 1919.

Mr. John Wanamaker,
New York City, N. Y.

Dear Sir:

I have decided to have a dress made of the goods like this sample, in style No. 997. I will have it full silk lined, price \$85, exactly as described in the catalogue. I have filled out a measurement blank, and inclose it.

I don't see how I can be quite sure that the dress will fit me unless I can have it tried on. I think I may go to New York the latter part of the month, and if you can have it ready I might try it on then.

Very truly yours, (96 words)

(Mrs.) Bertha M. Smith.

83

(Letter-head) April 11, 1919.

Mrs. Bertha M. Smith,
Freeport, N. Y.

Dear Madam:

We thank you for your order of April 9 and shall hope to please you in every way in filling it. You will remember, however, that it is stated in our catalogue that at least half the price of a made-to-order garment must be paid in advance. We ask this not only of you but of every one, for you can readily understand that this is the only protection we have. While ready-made garments may always be returned and money will be refunded, we cannot take back made-to-order garments or exchange them.

We guarantee, however, that we will give you a perfect fit, and that you will find the workmanship and style unexceptionable in every way. If the dress is not made precisely as you order it, your money will be promptly refunded. You will see, therefore, that you too are fully protected.

The most convenient way will be for you to send the entire amount in advance. If you wish, however, you may send half, and the other half will be collected by the express company when the goods are delivered.

As soon as we hear from you we will begin work at once, and if you are to be in New York you can call and have the dress fitted in our workrooms.

We hope we may be able to please you.

Yours truly, (235 words)
John Wanamaker.

Why the hyphens in "made-to-order"?

A little word like "too" is as much thrown into a sentence, often, as "therefore," but we do not set it off with commas when the sentence is already divided up with commas that are more impor-

tant. To avoid confusion, we often omit unimportant commas to give the important ones a chance to have their effect.

The writer of this letter says "we *will* begin" because he wishes to indicate willingness or determination.

As "John Wanamaker" stands for a great business organization, the pronoun "we" is properly used in place of "I."

84

Shogun, Kans., Jan. 10, 1919.

Kansas City Supply House,

Kansas City, Mo.

Gentlemen:

I have your catalogue, and have looked all through it to find the kind of gun I want, but it does not seem to be there. All the guns described in the catalogue are rifles, and I want a light shotgun—a good gun for little money. Do you have any guns of this kind?

Do you sell furs? My wife wants to get some to use in making up a jacket. If you do not handle them, can you tell me where I can get them?

I shall be very much obliged if you will let me hear from you immediately.

Very truly yours, (106 words)
Martin Fisher.

85

(Letter-head) Jan. 16, 1919.

Mr. Martin Fisher,

Shogun, Kans.

Dear Sir:

We suspect from your letter of January 10 that you do not have our regular winter catalogue, and take pleasure in sending you a copy under separate cover. Probably the catalogue to which you refer is our special catalogue of Winchester

rifles in which no shotguns are described. If you will look on pages 95-96 of the catalogue we are sending you, you will find a number of shotguns described and quoted: Some are priced very low indeed, yet we fully guarantee everything we sell, and you may be sure that you will find nothing better of its kind on the market.

We do not handle furs not made up into garments. For the skins we would refer you to Back, Becker & Co., 107 Michigan St., Chicago. If you ask them for "scraps," and tell them exactly what use your wife wishes to make of them, possibly you can get small pieces at a low price which will serve as well as expensive whole skins.

We hope you will look our catalogue through carefully at your leisure, for we know you will find many splendid bargains. We carry only new and high-class stock, and permit our customers to return, at our expense, any article they do not find exactly as represented. If at any time you get any goods that do not please you, you can return them and we will refund your money, less freight or express charges. We are always pleased to answer questions, and will do everything in our power to aid you.

We trust we may have the pleasure of hearing from you again very shortly.

Yours truly, (277 words)
Kansas City Supply House.

A hyphen between page numbers indicates continuous reading from the first page to the last, including all pages between. When there are no intervening pages, a comma may take the place of the hyphen. If one page is omitted, its place must be indicated by a comma between the next preceding and the next following page.



EXERCISES IN BUSINESS LETTER WRITING

Suggestions on Correspondence Practice

There are three essential elements in letter writing:

1. Correct form (margins, indentations, neatness, etc.).
2. Stating the facts with extreme accuracy.
3. Appealing to human nature so that a customer will feel that he or she is well treated.

1. Form is purely a matter of fashion or style, and changes as do the styles in women's dresses. For example, in England the salutation following the name of a business firm is "Dear Sirs"; but in the United States "Gentlemen" is the form generally used. Only a few years ago the first line of the body of the letter usually began just below the end of the salutation, so that the first paragraph was indented more than other paragraphs; today the prevailing style is to begin the first paragraph of a letter with the same indentation as all other paragraphs. To keep just even with progressing fashion, neither ahead nor behind, is the desirable course to follow.

2. Success in letter writing depends first of all upon getting the facts stated with extreme accuracy and completeness, giving just what the customer wants, and leaving out all that he would not care to know.

3. To the outside observer, business letters seem merely formal statements. In reality they are very nicely adjusted appeals to real men and women, to get very definite results. They must make a customer *feel* like doing what is asked. That is the salesmanship element, and it can come only from developing the imagination, which sees the customer sitting by the desk of the writer, and writing to him as one would talk face to face, and talk to win business.

How to Study Business Correspondence

Letter writing is the simplest form of composition, once the business facts are understood; and every person, whether entering business or not, will gain immeasurably from being required to stick to exact facts.

First Step: Mastering the Form. Copy the model letters in the book exactly as to margins, indentations, punctuation, etc. Then exchange papers and check up point by point.

Second Step: Writing a Letter from Dictation in the Right Form. The teacher may dictate another letter, which the pupils write according to the model. This may then be compared with the model point by point.

Third Step: Deciding What to Say—Oral Preparation. Turn to the first exercise and imagine that you are going to respond to it in person. Walk up to the desk of the teacher and make the best oral application for a position that you can. Or suppose that you are a customer giving an order and must state exactly what you wish, detail by detail, to a clerk who is slow in understanding you; or that you are a clerk answering in person the question of a customer who has called. When you can talk it you can write it. Study the outline of "Facts Required in Different Types of Letters," on the following page.

Fourth Step: Expressing Yourself in Writing. Observe exactly all the details given in the model letters and then state the facts worked out for the original letter as closely as possible in the same style and with the same completeness of detail, but make the expression natural.

Fifth Step: Checking up. When letters are ready, pupils should exchange papers and check up one thing at a time—first the facts, then the form, then the wording, spelling, and punctuation, according to the "check up" in the test on the following pages.

Centering a Typewritten Letter

A letter should be centered slightly above the middle of the square space below the printed letter-head, which will average fifteen typewriter lines. If the printed head is longer or shorter than this, a corresponding change should be made in the number of blank lines dropped down.

The good appearance of a letter depends largely on getting the margins proportioned according to artistic principles. In general, the solid body of the letter should form a rectangle of about the same proportion as that of the letter-head paper itself, which is usually $8\frac{1}{2}$ by 11 inches, except that the rectangle of typewriting runs across the sheet instead of up and down.

Note on Pen-Written Letters

Pen-written letters necessarily cover more space than typewritten ones, address lines frequently have to be shortened to keep the balance, and margins are always narrower. Three-quarters of an inch is about the proper margin on the left-hand side. Measure this with a ruler and do not trust to the eye alone. The margin on the right-hand side of the page may be less. The name and address on pen-written letters should never be squared up in the block style.

Facts Required in Different Types of Letters

Letter of Application:

1. Name and address of firm applied to.
2. Name and full address of applicant.
3. Is position wanted clearly stated?
4. What reasons are stated why applicant should be given position? What training for work? What experience? Or what proof that applicant can do the work? What successes won in business or in school? School record?

5. What facts about applicant are called for in advertisement? Or what facts would firm be likely to want to know? Sex? Age? Nationality of parents? Living at home or boarding? Salary wanted?

6. Ambitions for future? Attitude toward the work? Promises?

7. Is letter too short or too long? Points omitted? Are all necessary points explained clearly and briefly? Is each subject in a separate paragraph? Do any points need more emphasis? How?

Letter Ordering Goods:

1. Name and address of inquirer.
2. Name and full address of person giving order.
3. What items are ordered? Is each fully described? Sizes? Pieces? Numbers? Grades? Prices?
4. Where and how are goods to be sent?
5. How are goods to be paid for? If charged, how was credit arranged? If check is inclosed, is cost of exchange added? U. S. money order? Express money order? Bank draft? Express C. O. D.? Freight C. O. D.? How managed?

Letter Answering Inquiries:

1. Name and address of inquirer.
2. Mention date of letter answered in natural manner.
3. Exactly what questions were asked in the letter of inquiry?
4. What is the exact direct answer to each question? What added facts might be suggested?
5. Is each fact required in answer so clearly stated that any one can understand it?

6. Is the manner of statement kindly and sympathetic? Is it tactful?

7. Is letter too long or too short? Are important points properly emphasized, so that reader will catch them quickly? Are definite answers given to all questions?

Letter Answering Complaint:

1. Name and address of person complaining.

2. Is complaint about goods ordered, shipped, and paid for? Or what? Just what was the original transaction, and when completed?

3. Exactly what is complained of?

4. Was fault in the business firm, in the freight or express company, or in the personal ideas of the complainer?

5. If firm was responsible, what adjustment should be made? If transportation company was responsible, what can be done? If customer is dissatisfied, what concession can firm afford to make?

6. Is the letter in every case apologetic and sympathetic?

7. Will the customer feel well treated after all is said and done?

The National Business Ability Test on Letter Composition

It is very desirable when we begin a course of study to know pretty definitely how much we know already and how much we have yet to learn. By way of checking up our abilities let us take the following test and check it ourselves according to the directions which will be found immediately after it.

Test in Letter Writing. Write a letter of application for any actual position you believe you can fill acceptably, about 100 words, fully describing your (1) education, (2) experience (including amateur undertakings), and (3) ambitions.

Special attention should be paid to the neatness and form of the letter, spelling, punctuation, and paragraphing, as well as to the choice of words and smoothness of expression. State (4) age, (5) sex, (6) color, (7) physical strength, and (8) appearance.

DIRECTIONS FOR GIVING AND GRADING TEST

(To the Teacher: Distribute paper of full letter size, $8\frac{1}{2}$ by 11 inches, ruled but without any vertical red line on it, and also pens and ink. A test of this kind must always be written in ink, on one side of the paper only. Read the following directions step by step, waiting after each for the members of the class to do as directed.)

Step 1. Write at the extreme top of your sheet of paper, for reference only and not as part of the letter, your name, school, class, and date, all on one line. On the next space that might be called a line write "Checked by" at the extreme left-hand side. On the third space that might be called a line, at the extreme left, write "Rechecked by."

Step 2. Now, ignoring what you have written at the top, you are to write this letter of about 100 words (the exact count is not important), placing it properly on the sheet, giving your own home address and the present date. Address the letter to an actual business house or person you know, giving the correct address. Make your answers apply truthfully to yourself as you are now, not to an imaginary person such as you may be later. I cannot answer any questions to help you compose your letter. You must use your own best judgment, without wasting time. You will be allowed half an hour to write this letter.

(If there is not time to check the letters in the same period, they may be collected and given out at a future period for checking. If the checking is not finished in one period, the

papers may be taken up a second time and later given out again to the persons who were previously at work upon them. Correction of letters by this method through the pupils is slow, but it furnishes very valuable instruction. Unless done thoroughly, it has little value.)

Step 3. See that you do not have your own letter. Write your name in the space after "Checked by."

Step 4. First of all we will see if the eight facts called for in this letter have been covered. I will write them on the board three at a time and give you a brief explanation of what you ought to find stated in the letter you have before you.

You know what education is. Any reference to the class in school in which a person actually is will cover that.

"Experience" means anything outside of class work which might fit for this job. It might be work at home nights or Saturdays, or it might be such things in school as managing a ball team, editing a school paper, or doing any of those things that are not class work. These latter would be called "amateur undertakings." Setting up a wireless station would be an amateur undertaking.

"Ambitions" refer to anything that the person wants to do beyond the immediate thing he applies for. For example, if you want a job so that you can earn money to go to school next fall, that is an ambition. Or you may wish to go to school so as to become a teacher or anything like that in the future. You do not have an ambition to get this job.

Now look through the letter before you carefully, and wherever you find anything about "education," write in the left-hand margin a figure "1"; where you find anything about "experience," write a figure "2"; where you find anything about "ambitions," write a figure "3." The order does not matter.

Step 5. The fourth fact to cover is age; the fifth, sex (whether boy or girl); and the sixth, color.

If application has been made for a position as office boy or the like that shows it is a boy. Merely signing a girl's name or a boy's name is not sufficient. There must be something in the letter that distinctly shows that the person who wrote the letter noticed No. 5 and tried to cover it.

"Color" may be covered either by saying one is white or negro, or giving the complexion as light or dark, blond or brunette.

Where you find each of these facts covered, write the corresponding number in the left-hand margin, regardless of order.

Step 6. No. 7 is "physical strength," which refers to health, or general ability to do the job and keep at it day after day. A boy who plays football may be assumed to be strong, etc.

No. 8, "appearance," may be covered by saying one is tall or short, heavy or small, or by giving height or weight, or anything like that.

Mark the numbers for these in the same way.

Step 7. Now let us check up two more facts. Is the address given by the writer at the top of the letter sufficiently complete so that a letter sent to the person at that address could be delivered? In a city there would have to be a street and street number, a building, or the like, but in a small town only the town and state would be required. If this address is sufficient, write in the left-hand margin a figure "9."

Step 8. A second fact that should be covered is whether the position wanted is clearly stated. Many boys and girls apply for positions without stating what the positions are so that business men may know what they are applying for.

If the position wanted is clearly stated, make a figure "10" in the left-hand margin opposite the beginning of the letter.

Step 9. Now we will count up all the facts covered in the letter to see if there are ten in all. If this count shows that any are omitted, write below "Rechecked by" in the upper left-hand corner "Om." for "Omissions," followed by the number of points not covered. If there are no omissions, write "Om. 0."

Step 10. We will now take up the correctness of the letter one point at a time. Do not look ahead, but keep your mind fixed on the point we are talking about until all of us have finished that point. Then we will go on, all together, to the next point.

PUPIL'S CHECK-UP ON LETTER-WRITING

FORM OF THE LETTER. Make a small, heavy cross in the margin at either end of the line for any error in that line.

Margins. Is the left-hand margin not less in width than one joint of the finger or more than two joints—three quarters of an inch to an inch and a half, and fairly straight? Is the right-hand margin not less than a quarter of an inch, so that not more than three lines on a page come near touching the edge of the paper? (These margins are for handwritten letters on letter-size paper. Modify them for note size, or typewritten letters, which require larger margins.) Is the letter crowded too high on the sheet, or is it placed too low? Are the paragraphs indented half an inch to one inch and a quarter?

Date line. Are a street name and a street number required? Do they come first, with a comma only at the end of the item? Is *St.*, *Ave.*, or *Boul.* capitalized and followed by a period if abbreviated? Is there no period after *16th* or the like? Is *Sixteenth* capitalized if spelled out?

Do the city and state come next, with comma between them, and with a comma after the period for the abbreviation of the state, if it is abbreviated? Make a cross for any item omitted or out of order.

Does the date come last, as *April 25, 1917*, with comma after 25 and period after 1917, but no comma after April?

Is the whole heading of the letter well balanced, and placed to the right-hand side of the page?

Name and address. Is the name of the person to whom the letter is written just flush with the margin? Is it followed by a comma? Is the address on the next line indented as a paragraph (exception for typewritten letters, where address may be flush with margin), followed by a comma, periods after all abbreviations, *St.*, etc., capitalized? Does the third line have a double indentation? Is there a comma after the city and a period after the state even if it is spelled out in full (no other punctuation)?

Salutation. Is the salutation flush with the margin? Followed by a colon (never a comma or semicolon)? *Sir* beginning with a capital letter? *Dear Sir* for a man, *Dear Madam* (never *Madame*) for a woman, *Gentlemen* (never *Dear Sirs*) for a firm or institution, *Ladies* for a firm of women? Does the body of the letter start as a paragraph, on a new line (not farther to right than other paragraphs, an old-fashioned style)?

Complimentary close. Does it start at least a third of the way across the page, and not more than two-thirds of the way, on a separate line? Does it begin with a capital letter, and is it followed by a comma (no word capitalized except the first)? Is there any apostrophe about "Yours"? Is it formal, such as "Yours truly," "Respectfully yours" when the opening is formal, or an informal close like "Sincerely yours," used only in letters of a friendly and personal

nature? Does the name come on a line below, starting a little to the right of the beginning of the complimentary close? (It may or may not be followed by a period.) If a woman's name is preceded by Miss or Mrs., is the title in parentheses?

Step 11. WORDING OF THE LETTER. Let us now examine the choice of words and phrases to see if they are all natural and correct. It is an example of poor wording to say "I am *of* the age *of* 13 years" (two *of*'s), "I have had some experiences" (plural instead of the singular *experience*), "I *seen* your *add* in the paper" (a bad error of grammar like *I seen*, or *add* with double *d* instead of *adv.* or *ad.* as an abbreviation or short form for *advertisement*). Let pupils raise their hands and ask about any wording on which they are doubtful till all have marked the wording to their satisfaction. Write *w* in the margin for each example of poor wording.

Step 12. SPELLING. Let us read the letter carefully through again to see if the spelling of any word is doubtful. If so, the pupil must be sure to ask about it.

Step 13. PUNCTUATION. Let us now look the letter through especially for punctuation. Write *p* in the margin for each example of wrong punctuation.

Are any sentences run together with only a comma between?

Are there any compound sentences with *and*, *or*, or *but* which should have a comma before the conjunction? Are there any compound predicates, the subject not expressed before the second verb, where there is a comma before *and* or *or* that should not be there?

Are there any subordinate clauses which should be set off by commas?

Are there any subordinate clauses set off by commas which

should not be so set off, because they are short and closely connected with the main clause in meaning, or are essential to the meaning?

Are there any words thrown in which should be set off by commas?

Are there any words, phrases, or clauses in series which should be separated by commas, including a comma before the *and* or *or* connecting the last two items of the series?

Are there any addresses in the letter, of which the items of street and street number, town, and state should be separated by commas?

Are there any commas anywhere that are not needed?

Are there any proper nouns or proper adjectives like *English*, *America*, or the like, which are not capitalized? Are there any common nouns capitalized that ought not to be capitalized?

Let pupils look carefully for each one of these items of punctuation, one item at a time, and ask questions if in doubt.

Step 14. RECORD. Write at the top the number of errors under each head,—Facts Omitted, Form of the Letter, Word-ing, Spelling, Punctuation, and then add all together for Total Errors. When tabulating for a class make a list in two columns,—Facts Omitted and Total Errors (which includes Facts Omitted).

Grammar school graduates average total errors 10 in this 100-word letter, selected beginners in business houses 7 er-rors, and graduates of commercial high schools 5 errors.

How to Fold a Business Letter

Irregular or careless folding of business letters is such bad style and so annoying to careful business men that unusual

pains should be taken to get this right. The following directions apply to the standard business letter, which is about 8½ by 11 inches (the best size to put in a typewriter).

1. The letter lies before you on your desk. Holding the letter firmly down on the desk with the left hand, use the right hand to grasp the bottom and carry it up within a half or a quarter of an inch of the top (not quite to the top).
2. While the letter is held firmly in place, crease the fold across the middle carefully so as not to pull the letter out of position.
3. Turn the right-hand side around toward you so that it will become the bottom, and while holding the letter on the desk with the left hand, use the right to raise the bottom and place it about one-third of the way toward the top (the left-hand edge of the open letter), and crease the fold carefully.
4. Then bring the top down so that the edge already folded comes right at the new crease, and press the fold down neatly.

5. Raise the folded letter in the right hand so that the crease of the last fold will be downward and the edge of the paper in toward the palm of the hand. Take the envelope in the left hand and insert the letter, which is ready to be sealed.

The stamp should be placed squarely and neatly in the upper right-hand corner.

Addressing Envelopes

In addressing envelopes, remember that you should study the convenience of the postal clerk, who has to handle thousands of letters with great rapidity.

1. Make a separate line for the name, the city, the state,

and the street address, and keep each of these items well separated from the others, since one clerk reads the state, another reads the city, another the street address, and only the mail carrier or person delivering the letter ever looks at the name of the person to whom the letter is written.

2. Do not abbreviate a short state, and write the state on a separate line, not on the same line with the city. After "New York City" the state is conveniently indicated by the abbreviation "N. Y." by way of distinction.

3. Many prefer to place the street address in the lower left-hand corner, since this prevents crowding or confusion. This is especially desirable when the address consists of more than four items.

Always begin the address so there will be plenty of room and no line will run too close to the right-hand side of the envelope.

Never write anything in the middle space of the envelope at the top where the postmark should come. Always leave plenty of room near the stamp for the postmark.

Omitting punctuation at ends of lines is a growing custom.

Messrs. Marshall Field & Co.,
State and Washington Sts.,
Chicago,
Illinois.

Mr. James Gourley
Care Dr. H. C. Paddock
2477 Grand Avenue
New York City
N. Y.

Exercise: Each of the letters in the following exercises should be properly folded and inserted in a correctly addressed envelope.

Facsimile Letters to be Answered

To the Student :

Do you expect to hold a position after you graduate where you will have letters to write? How much salary do you hope to earn when you have had time to work up to your best? Do you wish to learn to write letters that will make your employer say, "There is a young man or woman who knows his business; he writes the best letters of any one in my employ"?

The Teacher.

(See next page.)

Notation: Refer to Chap. I, Letters 1 to 5, pp. 121-123. Answer the questions in this note as briefly and clearly as possible. In the reply, use your teacher's name. Notice that when a name is used you omit "to." Observe also that this is a "note" and not a "letter." Date each note.

In this exercise, don't be afraid of expressing your honest feelings, and don't say anything that sounds absurd. Be true to the facts in regard to yourself.

Questions (Answers found in Chap. I of Part III): Would you use the short method of writing a date on a regular letter? Should "a. m." and "p. m." be written in small letters or capitals? Is it necessary to use these abbreviations after every figure indicating an hour, when several are given together? What punctuation mark should you place between figures indicating hours and minutes? Is "Miss" an abbreviation? Should it be followed by a period? Should "o'clock" be written with a capital letter in the middle of a sentence? If hours and minutes are given in a letter, when should they be written out in words instead of figures? What punctuation mark follows the salutation or name of person addressed in a note?

Young Men's Christian Association Reading, Pa.

Nov. 10, 1921.

Mr. John M. Jones,
Principal Quaker City College,
Philadelphia, Pa.

Dear Sir:

My father, who is living in Philadelphia, wishes to talk with you in regard to the chances for my future advancement, and what studies will best fit me for a position that will pay a good salary. If you will let me know when you can be found at your office, he will call on you in Philadelphia.

Very truly yours,

Henry Blaisdel.

Notation: In reply to this letter state that Mr. Jones will be glad to see Mr. Blaisdel at his office any day except Saturday, preferably in the afternoon between two and four o'clock. State briefly his pleasure in talking the matter over and advising to the best of his ability. See Chap. II, Letters 6-9.

Try to write a letter that will make Mr. Blaisdel feel friendly. Study how to put that friendly spirit into your letter.

Questions (Answers found in Chap. II of Part III): What four items should appear in every date-line of a letter? Where are these items to be placed on the letter page? How are they separated? Where are commas not used? When streets are numbered, how should they be written? Why is nd or st not required after the day of the month?

Where do you place the name and address of the person to whom a business letter is addressed? Is it proper ever to omit the address? How should the name; address, and salutation be arranged? What is the salutation?

Is it proper to use two titles with one name? What exceptions? When may no title be used? How do you punctuate the name and address? What should be the last punctuation mark after the address? What is the best punctuation mark after the salutation?

What is the proper salutation for a man? A company? A married woman? A young girl? When the name is used in the salutation, where should the full name and address be placed? What exception to this rule is common? Why is "Dear Friend" objectionable?

What two ways are there of beginning the body of the letter? Do you think it is the beginning of a paragraph? What is the preferred indentation?

Why is it not proper to say "I will be glad"? Is "he will be glad" any better?

THE HOME DELICACIES COMPANY
Restaurant—Catering
Aurora, Illinois

June 10, 1921.

Messrs. J. & J. Wanamaker & Co.,
State, Washington, and Lake Sts.,
Chicago, Ill.

Gentlemen:

I ordered a sideboard, a dining table, and six dining-room chairs of you ten days ago and was told they would be sent without any delay. I have not yet received them, and am very greatly inconvenienced by not having them. Will you not look into the matter immediately? I shall certainly appreciate any special effort you may make to hasten the delivery to the utmost, as I have arranged for a dinner party day after tomorrow, and must cancel the invitations unless I can have these things.

Yours truly,

(Mrs.) Margaret Deland
Manager

Notation: Apologize, say the teamsters' strike has interfered with deliveries, and promise that the furniture shall be delivered the following day. See Chap. III, Letters 10-13.

Make your apology profuse, and show that you mean it. Try to make the lady feel you really mean it.

Questions (Answer in Chap. III of Part III): Why is it objectionable to close a business letter with some conventional phrase ending with "I am" or "I remain"? What are the proper complimentary closes for business letters? For letters of pure friendship? What words in the complimentary close are to be capitalized? Why should letters not be signed on the typewriter? Why is "by" preferable to "per" signed on the typewriter? Why is "by" preferable to "per" before the name of some one signing a firm name? Is this firm name usually typewritten? Is a postscript treated as a paragraph? Where should the full name and address of person written to be placed when there is a postscript—above or below the postscript?

How should a woman sign her name when writing to a stranger if she is married? How if she is unmarried? In writing to a woman, how should you begin a letter? In writing to a young girl would you say "Dear Madam"? Is it proper to sign any letter "Mrs. Deland" without a first name or parentheses around "Mrs."? When may a woman use her husband's name instead of her own? Give a reason for making each paragraph in each of the letters in Chapter III.

J. & J. WANAMAKER & CO.

Philadelphia, New York, and Chicago

Chicago

July 19, 1920.

The Barrett Company,
Mishawaka, Ind.

Gentlemen:

We thank you for your letter of the 15th quoting prices on No. 3 Peerless gas ranges. If you will give us ninety days on them, you may consider this letter an order for one hundred. We presume you will store them for us and ship as we may need them. Kindly let us know by return mail if this is satisfactory.

Very truly yours,

J. & J. Wanamaker & Co.,

John Hale

Mgr. Stove Dept.

The Barrett Company

Mishawaka, Ind.

July 21, 1920.

Messrs. J. & J. Wanamaker & Co.,
Chicago, Ill.

Gentlemen:

We accept your proposal of July 19, and have entered your order for one hundred No. 3 Peerless gas ranges for \$750.00, terms payment in full ninety days from date of invoice, stoves to be shipped as you may order within six months.

Very truly yours,

THE BARRETT COMPANY,

Carl Eichberg,

Secretary

(See next page.)

Notation: Write a similar series of letters, the first, a request from the manager of the hardware department for quotation on a carload of granite enamel saucerpans, assorted styles and sizes. In reply offer the carload for \$400 spot cash, giving the price as \$500 for delivery before June 1, 1922. To this write from Wanamaker's, saying offer of \$400 will be accepted for shipment Oct. 1, payment on receipt and examination of the goods. Reply saying order has been entered on those terms. In each acknowledgment give date of letter answered. (See Chap. IV.)

Questions (Answers in Chap. IV of Part III): Why is it desirable to mention date of letter you are answering? Is it always necessary? What usual stereotyped forms are objectionable? Why do business men try to avoid them? How would you begin a letter in an easy and natural way? How should a list of goods ordered be arranged? What do paragraph indentations indicate as to the meaning? When should you make a paragraph and when should you not do so? Mention words that are to be avoided in letter writing. How did these words come to be used commonly in business letters? Why are business men now trying to avoid them?

State some of the special abbreviations for states recommended by the Post Office Department. Why are these new abbreviations better? What is the object in putting your own name and address on the outside of an envelope? Is it allowable to pencil a little note on a newspaper sent at newspaper rates? What is the penalty? Can you send more printed matter for one cent than you can written matter for two? What is the rate on foreign letters? Name some foreign countries to which the letter rate is 2c instead of 5c. How remember to put a 5c stamp on foreign letters?

What special words may be capitalized in a particular business letter that would not be capitalized in other letters? Why should we hyphenize "price-list"? In what kinds of letters should two ciphers be placed after figures denoting sums of money, to indicate "no cents"?

**YOUNG LADY—FOR OFFICE WHOLE-
SALE** mail order house; must be rapid and accurate worker; good chance to learn general business; exceptional opportunity for advancement to right party. Detmer Woolen Co., 200 Monroe-st., 7th floor.

STENOGRAPHER — BRIGHT HIGH school graduate, for position in large office; must have at least six months' experience; write fully, giving age, experience and education; salary to start \$18. Address G A 310, Tribune.

**STENOGRAPHER AND ASSISTANT
BOOKKEEPER**—Young woman; \$15 to start; opportunity for advancement for one who is accurate. Address S L 238, Tribune.

YOUNG MAN—BRIGHT, COMPETENT to extend bills in large wholesale dry goods and notion house. Replying give age, nationality, experience, and name of last employer, and salary expected. Address E N 584, Tribune.

YOUNG MAN—EXPERT AT FIGURES; good penman, of irreproachable character, for confidential position in a well established house; answer to receive reply must state age, reference, and wages expected. Address J W 293, Tribune.

STENOGRAPHER—GIRL JUST GRADUATED from school to learn office work; need not take dictation rapidly; must use machine well, be of pleasing appearance; hours 9-12, 1-5; state salary expected; permanent position. Address E 449, Tribune.

**ASSISTANT BOOKKEEPER — YOUNG
MAN**; must be good at figures and accurate; fine opening for right party; \$18 to start; state age, experience, references. Address E N 380, Tribune.

**GIRL WHO CAN OPERATE TYPE-
WRITER**; shorthand not necessary; fine opportunity for advancement; state age, education, experience, and salary to begin. Address T P 254, Tribune.

STENOGRAPHER AND TYPEWRITER—must be young man of good family, well educated, experienced in keeping files, rapid writer, and willing worker; hours 8:30 to 6. Make application in own handwriting, stating experience and naming former employers. Address W 296, Tribune.

**ASSISTANT BOOKKEEPER—BRIGHT
YOUNG LADY**; must be good penman and correct at figures; good opportunity for advancement. Address T O 259, Tribune.

BOOKKEEPER — BRIGHT YOUNG man for branch office work outside Chicago; must be reliable and come well recommended; give age and experience in full. Address E N 325, Tribune.

BOOKKEEPER — MAN, CAPABLE double entry; one familiar with purchase and general ledger accounts; give references, experience, and salary wanted. Address S 522, Tribune.

STENOGRAPHER — BRIGHT, INTELLIGENT young woman; must also attend to customers; downtown house furnishing goods. Address E 360, Tribune.

CLERK — FIRST-CLASS, EXPERIENCED, under 25 years of age; must be first-class, rapid penman, and have some office experience; give full details in your reply. Address W 417, Tribune.

**MAN—BRIGHT, ENERGETIC, FAIRLY
WELL EDUCATED**; not too young for special work; six hours daily; experience unnecessary if willing to learn. M. J. TAYLOR, 169 Dearborn-st.

**STENOGRAPHER AND ASSISTANT
BOOKKEEPER**—Bright young woman; one of limited experience will be acceptable, provided she can qualify for more responsible position soon; state salary required. Address J J 248, Tribune.

**YOUNG LADY—DESIRABLE PER-
MANENT PLACE FOR ONE WHO CAN WRITE
NEATLY AND HANDLE FIGURES CORRECTLY;
PAINSTAKING ACCURACY ESSENTIAL; STATE AGE,
EXPERIENCE, AND SALARY REQUIRED; WORK
IS IN THE LINE OF ORDERS, BILLS, AND ASSISTANT
CASHIER.** Address E P 55, Tribune.

**YOUNG MAN — NEAT, BRIGHT, IN
REAL ESTATE OFFICE**; must have some knowledge of electric bell repairing and run elevator one hour daily; salary \$14. Suite 511, 42 River-st.

BOY—YOUNG, REMINGTON OPERATOR, and to assist in general office work; state age, experience, references, and wages required. Address T 463, Tribune.

**YOUNG MAN — STENOGRAPHER IN
DOWNTOWN OFFICE**; short hours; state age, experience, present employment, and salary. Address W 454, Tribune.

**GIRLS — EXPERIENCED IN FILING
LETTERS AND GENERAL OFFICE WORK**; also girl over 16 to learn general office work. 5th floor, 95 E. Kinzie-st.

Notation: Write letters applying for such positions as you are yourself actually competent to fill. Do not introduce imaginary details. Stick to facts.

Questions (Answers in Chap. V of Part III): When should you write a short letter applying for a position and when a long letter? Why is it important to write on good paper and in a neat style? What form may be used in answering a "blind" newspaper advertisement?

Is it allowable to use "Mess." for "Messrs."? What title should be prefixed to the name of a magazine? In what cases is it proper to use a comma immediately after a period?

Why is "Dear Sirs" for the plural to be avoided? Are abbreviations to be used promiscuously in a letter? What special abbreviations are allowable?

What is the proper spirit to show in making application for a position? Discuss this question and illustrate it in detail from the poor letter in Chapter V and the rewritten letter.

Punctuation: What are the leading rules for the use of capital letters? What is the difference between a common noun and a proper noun? May the same word be a proper noun at one time and a common noun at another? Give three examples of common nouns used as proper nouns and requiring to be capitalized. When should the word "company" be capitalized? Give an example of capitalizing an ordinary word merely to emphasize it. What adjectives should be capitalized? Are all abbreviations capitalized? Give ten that are and three that are not (Part I, Secs. 1-5).

Marshall Field & Company

State, Washington, and Randolph Sts.,
CHICAGO

July 1, 1921.

Mr. Plimpton:

Have checks made out for my signature to cover the following bills and write suitable letters to go with each:

Parker, Bridget & Co., raincoats, \$47.00;
J. & J. Wanamaker & Co., New York, \$7.95;
Peter Dunne, books, \$7.50.

Send a subscription for the Bookkeeper and Stenographer, in the name of the house, \$1.

Write to Brentano's, New York, asking if they have any books on the use of card systems, and say that if they have anything really good they may send with bill.

Send \$1 subscription to the General Retailer, New York, for the ensuing year.

Have these ready for me at 5 o'clock.

Henry Houston
Auditor

Notation: Write each of the six letters directed in this memorandum, referring to Chap. VI, Letters 21-24. Do not put on the signatures, but the firm name may be written in each case, the initials or name of the manager to follow (see Letters 13 and 15).

Questions (Answers in Chap. VI of Part III): How would you send a sum of money less than one dollar? How would you send an even dollar? Why cannot stamps be sent to foreign countries? How can you send stamps so they will not stick together? How would you send amounts larger than one dollar? What is the objection to a private check? What is the advantage of an express money order?

Call at the post office and get a U. S. Money Order application blank and bring it to the class properly filled out.

Where do you place a money order or check when inclosing it in a letter?

Is a word like "Publishers" after a firm name a second title in violation of the rule against duplication of titles? How is it regarded? How do you justify the last phrase of Letter 21, in that it seems to be a sentence yet has no subject or predicate? Is omission of the subject and predicate objectionable in this case? Why do you capitalize "Magazine" in "The Munsey Magazine"? Should names of magazines be put in quotation marks or underscored? When is it proper to omit all marks?

Punctuation: Explain and illustrate what is meant by a "group" of words. Give an example of a group of words constituting a complete principal sentence. Give an illustration of a group of words constituting a subordinate sentence or clause. Give an illustration of a group of words constituting a prepositional phrase. Give an illustration of a group of words constituting a participial phrase. What special words can you remember which are thrown into a sentence and do not unite with others to form groups? Why are groups separated by commas? (Refer to Part I, Pars. 5-7, 13-14, for information about phrases, participles, etc., if these rules are not already entirely familiar.)

Paxton, R. I., Nov. 5, 1919.

Messrs. J. & J. Wanamaker & Co.,
New York City, N. Y.

Gentlemen:

Kindly send by express half a dozen handkerchiefs, a box of cream note-paper and envelopes, a paper of pins, a spool of cotton thread No. 36, and one of black linen No. 24. I also want you to send me 6 pairs of men's black socks, 6 white shirts unlaundered, and two or three neckties not over 50c. Send by express, and I will pay when I get them.

Yours truly,
(Mrs.) Bertha M. Carroll.

Notation: This order cannot be filled because sizes are not given. Supply the missing information, and rewrite the letter, ar-

ranging it like Letter 26, putting in approximate prices and inclosing money order. Also write a letter from Wanamaker & Co. in reply to this letter as it stands, asking for the necessary information. (See Chap. VII.)

Questions (Answers in Chap. VII of Part III): How should orders for goods be arranged? Is a list necessary when only two items are ordered? What is most necessary in giving an order for goods? What things must always be stated? What do you say about payment? What do you say in regard to way to make shipment? What special details are always necessary in ordering goods?

When a list of goods ordered is given, what punctuation mark should you use after each item? What does this punctuation mark mean? When prices are given is this punctuation mark needed? What other punctuation mark, if any, should be used? What punctuation mark is used after "the following"? What does this punctuation mark mean? In a list of figures in a column, where should the dollar sign be placed?

Punctuation: What is the commonest punctuation mark? What is it chiefly used for? Does it have a meaning of itself? Referring to the different groups of words treated in Part I, point out examples of each kind of group in the collection of "Examples" given in Pars. 7-17. Are all these groups set off by commas? Illustrate the kinds of groups of words which should be set off by commas. What is a compound sentence? Complex? What are the coordinate conjunctions? What are the principal subordinate conjunctions? (See Par. 11, Part I.) Use each in a sentence. When are subordinate clauses to be set off by commas? Drop out the subordinate clauses from each illustration in the textbook and show the effect on what remains.

John Wanamaker,

BROADWAY, 4TH AVE., 9TH AND 10TH STS.

New York

PARIS

44 RUE DES PETITES ECURIES

3/9/19.

Mr. Johnson:

Write the Barrett Company, Mishawaka, and hurry them up on that order for granite sauce-pans ordered June 1. We want a 500 assorted lot just as soon as they can get them to us. Write the Boston Refrigerator Co., 12 Atlantic Ave., Boston, that we shall cancel our order for 25 porcelain-lined refrigerators Nos. 2 and 3 if they do not ship by Wednesday. Write also to the Blakely Printing Co. telling them we must have all proofs of the catalogue in hand by the 10th without fail.

Henry Houston,

Purchasing Manager

Notation: Attend to these directions, studying Chap. VIII, Letters 27-30.

Additional Exercise: Write replies to these letters from all the firms addressed.

Questions (Answers in Chap. VIII of Part III): What is a "hurry-up" letter? Who is hurried up? What is the best way to force prompt deliveries as far as a letter will do any good? Does it do any good to get angry? What does "slightly irritating" mean? When should "Co." ordinarily be abbreviated and when spelled out in the name of a firm? Give an example of the word abbreviated for a special reason. Should a sentence ever begin with a sign or figures? Why is it necessary to give all details in regard to an order when writing to inquire about it?

Punctuation: What is a second use of the comma? What is a participle? A participial phrase? Give three illustrations. What is a prepositional phrase? Give an illustration of such a phrase out of its natural order. Give three illustrations of nouns in apposition. Give three illustrations of nouns used independently in address. Make a list of independent adverbs that may be set off by commas. Give three illustrations of parenthetical expressions to be set off by commas. (See Part I, Sec. 13-15.)

Ralston Health Shoemakers

**WHO MAKE SHOES
THE PEOPLE WANT**

Campello, Mass.

Feb. 3, 1919.

Mr. Jackson:

Remind Mrs. J. M. Farley, 13 Plymouth Court, Worcester, that her account is two weeks overdue.

Write J. M. Reasoner, 1325 Colonial Bldg., Boston, that we must know what he is going to do about his account for \$39.40, now six months overdue—a stiff letter.

If Eben M. Bassett, Harvard, Mass., can't pay his account in full, see if he can't arrange to pay so much a month.

Write the Microcosm Company, Century Bldg., Rutland, Vt., that we shall have to have a settlement in ten days or we shall bring suit, but try to induce them to pay up.

James Healey
Credit Manager.

Notation: Write these letters after studying carefully Chap. IX, Letters 31-38. Credit letters must be written with very great care, each letter in a different tone according to the conditions. Study carefully how to give this different tone to different letters.

Questions (Answers in Chap. IX of Part III): What style is most useful in collecting money? Should a collection letter usually be long? What kind of customer should be threatened? What kind of customer should be coaxed with sympathetic arguments? What is the danger in writing collection letters?

Why capitalize "City" in "New York City"? When should the two ciphers following figures indicating dollars be used?

Punctuation: What is a "series" for purposes of punctuation? Give an example of a series of nouns; a series of adjectives; a series of phrases; a series of clauses. What three conjunctions may connect words in a series? How is a series punctuated? If all the words are connected by conjunctions, are commas to be used? When is a comma to be used before a conjunction? (See Part I, Sec. 16.)

13 MISSION STREET
SAN FRANCISCO

May 3, 1919

Henry R. James, Esq.,

Chronicle Bldg., San Francisco, Cal.

Dear Sir:

I think my late husband had placed his life-insurance policy in your hands for safe-keeping. If he did, will you kindly send it to me at once, or make an appointment for me to call at your office and get it?

Yours very truly,

(Mrs.) Matilda M. Smith

Notation: Write to this lady that she is mistaken in supposing her husband left his life-insurance policy in the hands of the lawyer. Say that he has some other papers of her husband's which may be of value or interest to her and will be glad to turn them over at any time. Also make a polite offer of services. (See Chap. X, Letters 39-43.)

Questions (Answers in Chap. X of Part III): Why do letters to ladies differ in any respect from letters to men? How should you address an unknown woman? When you are acquainted with a lady, how may you address her? Why should social forms be used in letters to ladies? Why is extra formality appropriate when a man writes to a lady of his acquaintance?

What is the best abbreviation for "advertisement"? Is any abbreviation for this word usually proper in a letter?

Punctuation: Illustrate how a comma may be used to indicate an omitted word. How are dates to be punctuated? Does a comma follow the name of a month? The day of the month? The year? How are addresses punctuated? Does a comma follow the house number? The town? The state? When is a comma used before a quotation? When is a comma and dash preferable? A colon? Give your own illustration of each. What is the general rule for the use of the comma? Are commas used more or less commonly than years ago? What commas may you expect to find in books by Scott or Dickens? In modern magazines? In modern newspapers? (See Part I, Sec. 17.)

Review. Formulate for yourself the four principal rules for use of commas. What two additional uses can you mention?

HENRY R. JAMES

ATTORNEY AT LAW

CHRONICLE BLDG., SAN FRANCISCO

June 17, 1919.

Mr. J. R. Moulton, Trustee,
The Golden Gate Trust Company,
San Francisco, Cal.

Dear Sir:

I have received the following letter from Miss Elizabeth Kennedy, 10 Myrtle Street, Sacramento :

"Remembering your kindness in the past, Mamma and I always feel at liberty to come to you in time of trouble. I think we have drawn our allowance from Papa's estate up to the first of September. We need about a hundred dollars more. Mamma is far from well, and we wish to go up to the mountains for a few weeks in July and August. Is there any way in which we can get the money we need on account of the September payment?"

I inclose my personal note for one hundred dollars as collateral security, and would ask you to advance this amount on Mrs. Julia Ward Kennedy's account, making check payable to her.

Very truly yours,

Henry R. James

Notation: Answer Miss Kennedy's letter in the name of Mr. James, saying that he has written to the trustee of the estate at the bank to advance the money needed, giving his personal note as collateral security, and if Mrs. Julia Ward Kennedy will send him her note or will call with it, he will have the money ready for her. Write also letter from Mr. Moulton to Mr. James in reply to the latter's letter, complying; also letter refusing for technical legal reasons. (See Chap. XI.)

Questions (Answers found in Chap. XI of Part III): How do letters from lawyers, doctors, and literary men differ from those of regular business men? What forms are commonly used in writing to business friends? Should a form of friendship be used in closing a business letter to a friend? How do you justify "Cordially yours" in a regular business letter? How are adjectives connected with participles? When an adverb precedes a participle, is a hyphen needed?

When a woman writes to a stranger, how should she indicate whether she is married or single? Why should she do this? Is this form necessary when the person to whom she writes knows her? Why would you capitalize "Mother" in "to Mother and me" and not in "to my mother and me"? Is "dear" capitalized after "My"?

Why is "Hospital" capitalized in Letter 52? When should "secretary" be spelled out in signing a letter?

Punctuation: What is the only position in a business letter where a colon is required? What two positions require semicolons? In Letter 44, why should you not use a semicolon before "but" instead of a comma? Why no comma before "and" in the next line? What would be the effect of omitting the comma in the last line? In Letter 45, would you use a comma in the first sentence? If so, why? Does the dash indicate an abrupt transition in the next to the last sentence in this letter? Why is a comma required in the last sentence? In Letter 46, what group of words is thrown in for sake of explanation? Are the relative clauses in the first sentence restrictive or non-restrictive? Why is a comma used before "and" in the second sentence? Explain the comma in the first sentence of Letter 47. Explain each comma in the last sentence in this letter. Explain what the rule for the comma is illustrated in the first sentence of Letter 48; what rule in the last sentence. What is the rule for setting "therefore" and "however" off by commas in Letter 52?

WAYNE PAPER MILLS
HARTFORD CITY, IND.

June 5, 1919.

Dear Mr. Jones:

I have just left my position with Jenkins & Co. because my salary was five weeks in arrears and I began to feel I should never get paid for my work. Oughtn't I take some legal action at once to secure my rights? Will you please advise me?

Mamma is anything but well, she has worried so much over my affairs. I have a temporary position with the Wayne Paper Mills.

Sincerely,

Henrietta Bailey

Walter Jones, Esq., Attorney,
Chronicle Bldg., Chicago.

Notation: In reply to this letter say that some action certainly should be taken, and if Miss Bailey will call the next day between two and three, Mr. Jones will talk the matter over with her and help her to decide what ought to be done.

Write a long, friendly, sympathetic letter, supposing Mr. Jones to be an old friend of Miss Bailey's. (See Chap. XII, Letters 53-59.)

Questions (Answers in Chap. XII of Part III) : What is the difference between talking and letter writing? How can you gain ease in letter writing? Point out the bantering phrases in Letter 57. What is the difference between over-familiarity and vulgarity, and a tone of pleasant and allowable banter? What is the difference between "now" as an expletive and "now" as an adverb of time? How are the two words to be punctuated? How are titles of books or magazines regularly indicated—in what two ways? When may these marks be dispensed with? What then tells us we have a title? Why are "good-sized" and "cheap-looking" hyphenated? What is the dash used for? Illustrate by Letter 58.

Punctuation: Explain each comma in Letters 53-59 by one of the various rules for the use of the comma. Point out several single words and short phrases "thrown into" a sentence. Find several "explanatory" clauses. Find two or three "restrictive" clauses which are not to be set off by commas. In Letter 56 two parts of a compound sentence are separated by a semicolon: before what conjunction is a semicolon common? In Letter 57 is "now" an expletive or an adverb of time? Why is no semicolon used before "but" in the latter part of this letter? What are the subject and predicate of the last sentence in this letter? Or do we have a group of words which do not form a sentence and so are incorrectly used? Why are there no ciphers after "\$2" in Letter 58? Why is not "50 cents" written "fifty cents"? Give a reason for the use of the dash in this letter. How many explanatory phrases do you find in this letter set off by commas? Do you find any explanatory phrases not set off by commas? Why are they not set off? In Letter 57, why is a comma used before "and" in the group of words "handsome, generous, and rich"?

Danville, Conn., June 4, 1919.

Messrs. J. & J. Wanamaker & Co.,
New York City, N. Y.

Gentlemen:

I am interested in photographic goods, and if you have a catalogue in this line I should be glad to see it. What prices do you make on Eastman 4 x 5 dry plates? What are your prices for developing and printing? Do you guarantee work of this sort to be satisfactory?

Your courteous information will greatly oblige

Yours truly,

(Miss) *Bessie McGregor*

Notation: Send catalogue, price 45c a doz. on Eastman 4 x 5 dry plates, 6c for developing and same for printing, work guaranteed; mounting, etc., additional. Write a cordial letter with a view to securing this customer. (See Chap. XIII, Letters 60-67.)

Questions (Answers in Chap. XIII of Part III): What is the most important thing in a "buying" letter? How long should it be? What are the requisites of a "selling" letter? In what kind of firm names should "Co." be spelled out? Is "No." as an abbreviation always to be capitalized? Why is a hyphen required in "4-in."? How many articles does it take to make a "line"? Can one article properly be referred to as a "line"? Why is no comma required after "we are"?

Why is "anywhere" one word and "any one" two? What part of speech is "any"? When an adjective comes before an adverb or participle or other word which it cannot modify, how do we treat it? How should cents be written in business letters when figures are used and "no dollars" appear in connection? Why is this form preferred?

Punctuation: In a business letter, when do we use figures and when spell out words indicating numbers? Show how confusion is avoided in the first sentence of Letter 60 by separating the different groups of words by commas. Why is a comma used after "On receipt of this order"? Is this phrase in its natural position in the sentence? What is the subject of the sentence? Why is there no comma after "customer" and before "when" in the next to the last sentence? Account for the commas in Letter 61. Why is not a semicolon used before "but" in Letter 62? Why is not "also" set off by commas in this letter, as "however" or "therefore" might be? Why is there no comma after "oblige," before "yours truly"? What is the object of "oblige"? How would omission of commas in the sentence beginning "We also ship C. O. D." in Letter 63 affect the meaning? What simple purpose do the commas in this sentence serve? Point out a restrictive clause in Letter 64 which does not need to be set off by a comma or commas. How would the meaning be affected if it were set off? Are "or" and "nor" disjunctive conjunctions like "but," which may be preceded by a semicolon, or are they more like "and"? Why no commas in the last sentence of Letter 64? Why are figures used in place of spelled-out words in Letter 65? Why no commas in the last sentence though an adverbial clause opens the sentence out of its natural order? Account for each comma in Letter 66. Why is there a comma before one "and" and not before the other in Letter 67?

G. B. STEWART

W. F. HARRAH

T. P. SHARNACK

Harrah & Stewart Mfg. Co.

WHOLESALE MANUFACTURERS OF

BROOMS, WHISK BROOMS, ETC.

LONG DISTANCE TELEPHONES

514-516-518 EAST COURT AVE.

DES MOINES, IOWA

Feb. 5, 1919.

Messrs. J. & J. Wanamaker & Co.,

New York City, N. Y.

Gentlemen:

I want a pair of harness for carriage use. What have you in this line at a fair price? Let me know by return mail.

Yours truly,

T. P. Sharnack

Secretary.

Notation: Write a long letter, send circulars, and quote prices \$65, \$85, and \$160, calling attention in each case to the picture of the harness in the circulars. (See Chap. XIV.)

Questions (Answers in Chap. XIV): To what classes of people as a rule may you write a long letter? To what classes is a short letter more appropriate? Why is a long letter necessary in some cases and a short letter absolutely required in other cases? Why are figures used in Letter 69? Why is a hyphen required in "high-colored" and not in "highly colored"? How should an angry and irritating letter be answered? Is there any exception to this rule?

Punctuation: Why is no comma used after "As soon as we know the sizes desired" in Letter 68? Why no comma after "we are"? Why should there be a comma between "to receive" and "today" in the first sentence of Letter 70? Is not "today" an adverb modifying "receive," and are adverbs usually separated from the verbs they modify? Does "at the latest" modify "receive" or "today"? Which might it seem to modify if there were no comma before "today"? Is the phrase "today at the latest" thrown into the sentence? Point out a restrictive clause in the first sentence of Letter 72. Is the relative clause in the first sentence of Letter 76 restrictive or explanatory? Why do you think it explanatory? What is the rule for deciding such a question? Why is a comma used before "and" in the first sentence of the third paragraph of Letter 76? How would omission of the comma change the meaning?

The Evening Record

Traverse City, Michigan

J. W. HANNEN, Editor and Manager

Jan. 12, 1919.

Messrs. J. & J. Wanamaker & Co.,
Chicago, Ill.

Gentlemen:

I want to buy a refrigerator, and should like to have the prices of your porcelain-lined. Have you a catalogue of goods of this class? Or can you send me descriptive circulars? I want something at a moderate price, but must have something really good. Your courtesy in giving me full information will be appreciated.

Yours very truly,

J. W. Hannen

Notation: Fully describe the two-door white enamel refrigerator; state that a constant circulation of air is secured by the arrangement of the interior, that every part is easy to clean and convenient; say that the railroads are all introducing this style of refrigerator for their buffet cars, and it is the leader in popularity. Inclose a circular. (See Chap. XV.)

Questions (Answers in Chap. XV): What is the important thing in answering inquiries? How should you think of the customer? What may you assume he already knows? Why is more care necessary in explaining in a letter than in a conversation? Should a letter answering inquiries be long or short? Why do you think a busy business man would read a long letter answering inquiries when you know he wouldn't read a long letter soliciting an order? Should "Miss" ever be used in opening a letter? Why? What is the objection to "hereby" and "herewith" in a business letter? When a customer does not know what he or she wants, what should you do in answering the letter? What is the value of having so many paragraphs in the rewritten letter? When is it proper to make every sentence a paragraph? When you do not know whether a woman is married or single, how do you address her? Why is it important to give small orders a great deal of attention? What is the difference between a contraction and an abbreviation? When should nd or st be used after the figures indicating days of the month and when are they to be omitted? When is "dear" to be capitalized in a salutation and when written with a small letter? What is the objection to words like "attached" and "valued"? Why is a comma wrong after "we are"?

Punctuation: In Letter 77 as rewritten, why is th used after "8" in the first sentence? In the second paragraph, why do we have "ladies' and gentlemen's" rather than "lady's and gentleman's"? Why is a semicolon rather than a comma required before "also" in the fourth paragraph? Give a reason for making each paragraph in Letter 78 as rewritten. Why is "Nocturnes" capitalized? Why is "page 2" written with a figure? How is "2" usually written when standing alone in the body of a letter?

Bessemer's Farm
Hamilton, Ohio

Jan. 4, 1919.

Messrs. J. & J. Wanamaker & Co.
Mail Order Department,
Chicago, Ill.

Gentlemen:

I have purchased a great many dollars' worth of goods from you and have been very well satisfied on the whole, but the last six orders I have sent you have all been filled incorrectly. I ordered a bath-heater on the 10th of December, and when it arrived the other day, after a long delay, I found the gas-mixer was missing. The strainer for the nickel-plated washbowl waste-pipe, concerning which I have written you several times, has not yet been received. I ordered some galvanized iron pipe fittings which have just arrived, and I find you have sent black fittings instead of galvanized. I will use these black fittings, but will ask you to refund the difference in price and send the missing gas-mixer for the bath-heater and the strainer for the waste-pipe by return mail.

Yours truly,

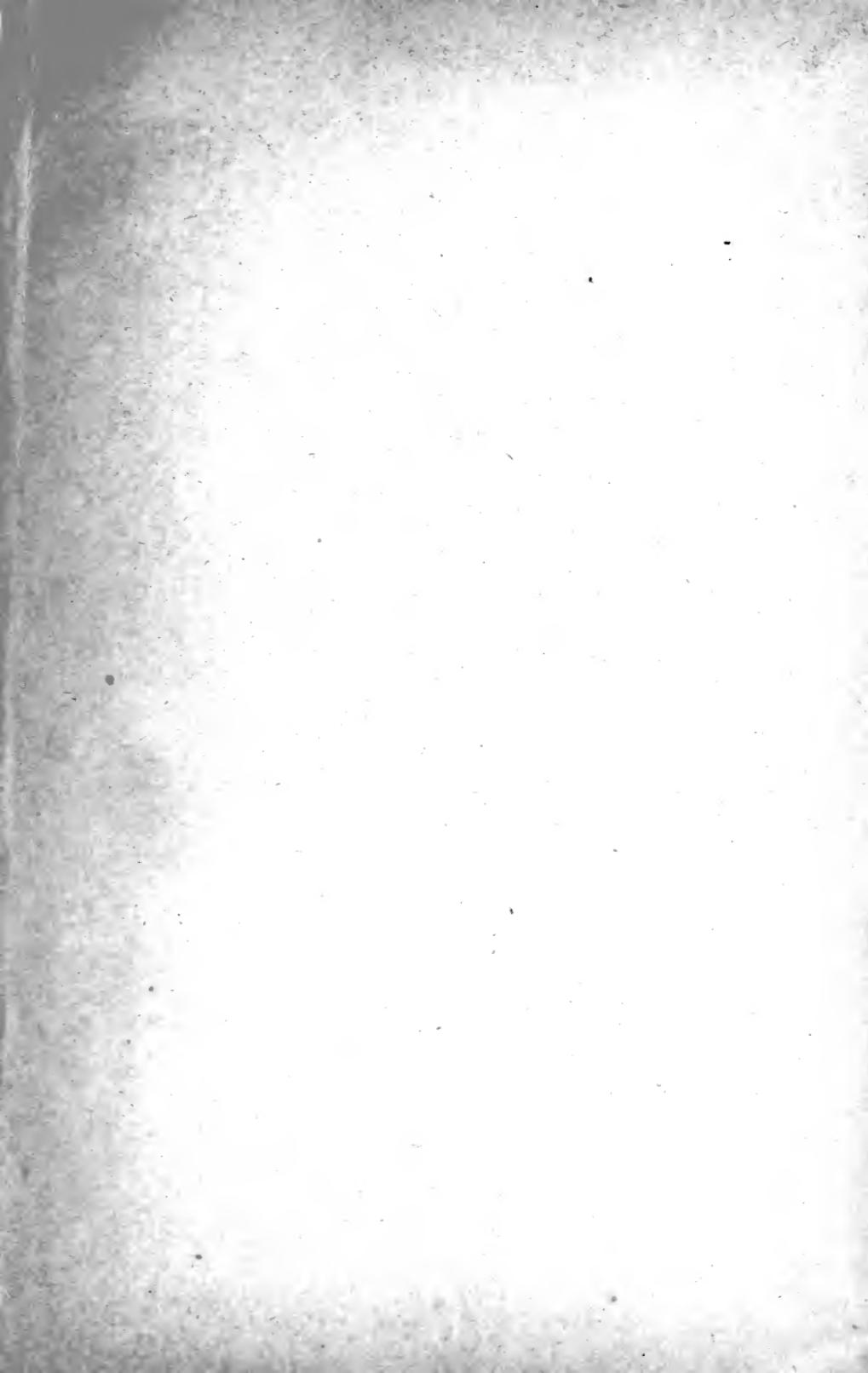
Henry Bessemer

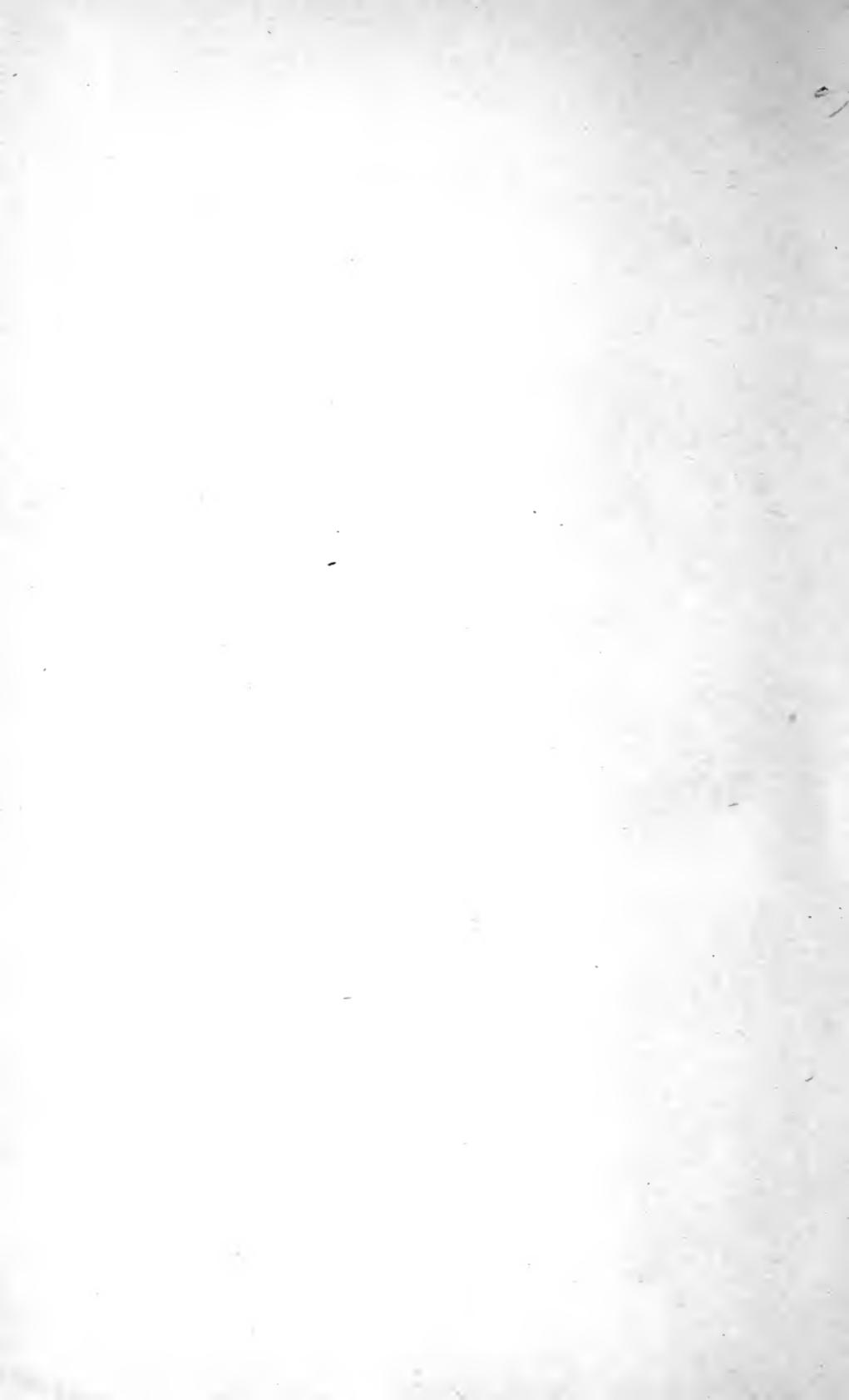
Notation: Give him the credit that he asks (3 $\frac{3}{4}$ -in. gal. tees paid for at 10c each, black tees at 6c each sent), and send the gas-mixer and strainer at once. Apologize, and assure him he will not have this annoyance in the future. Talk to the man as if he were in your office. (Chap. XVI.)

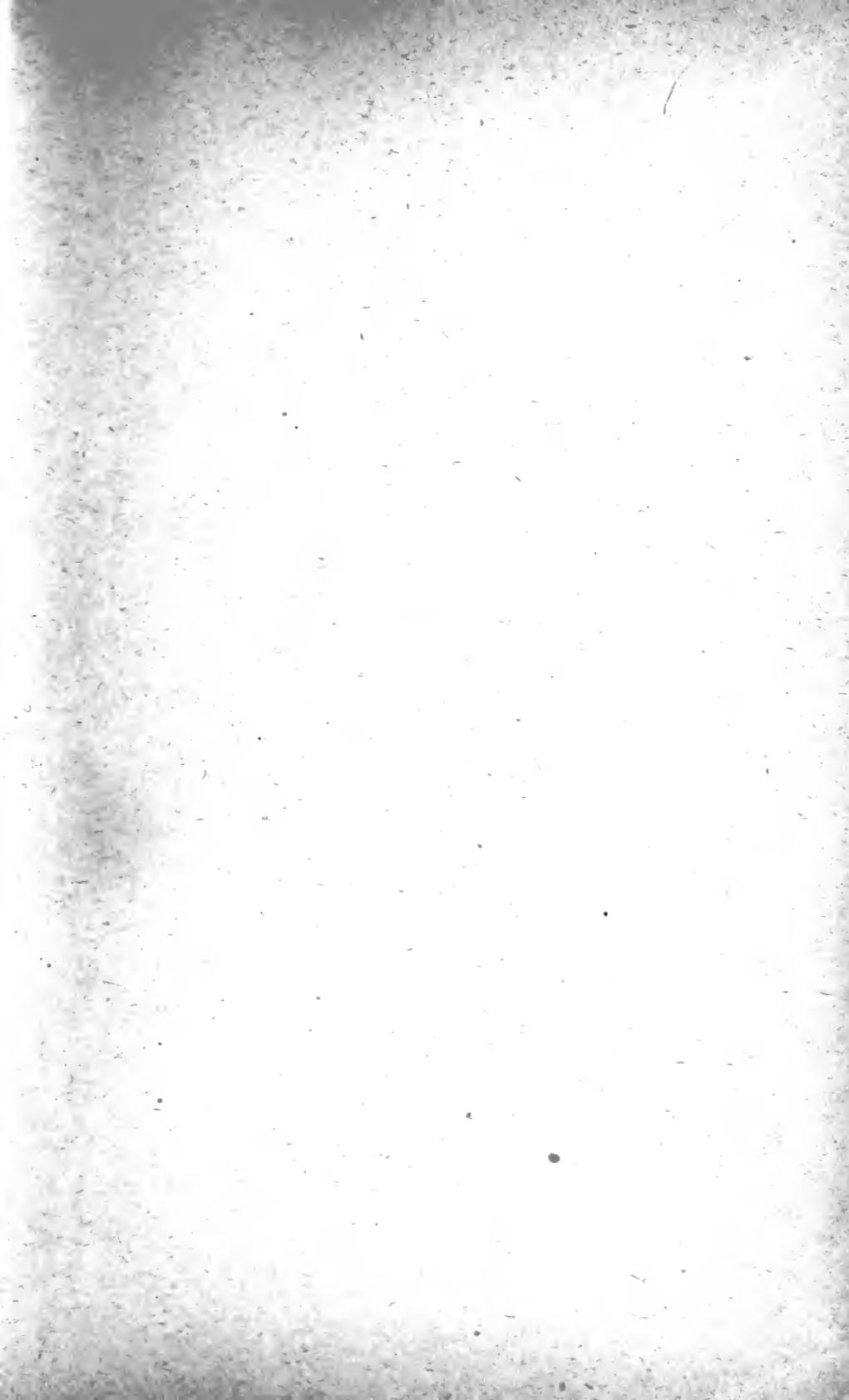
Questions (Answers in Chap. XVI): What is the proper style for a business letter? Are long sentences or long paragraphs permissible? What is the difference between conversational English and business English? What is the difference between colloquialisms and slang? Give an example of permissible colloquialisms. Give an example of objectionable slang. In Letter 79 pick out the colloquialisms. Are there any slang phrases in this letter? Why does this letter contain but one paragraph? Do many business letters consist of a single paragraph? Why are hyphens required in "made-to-order"? What is the difference in meaning between these words joined by hyphens and not joined by hyphens? Why is it not permissible to say "we will have pleasure"? Give an instance in which "we will" is perfectly correct.

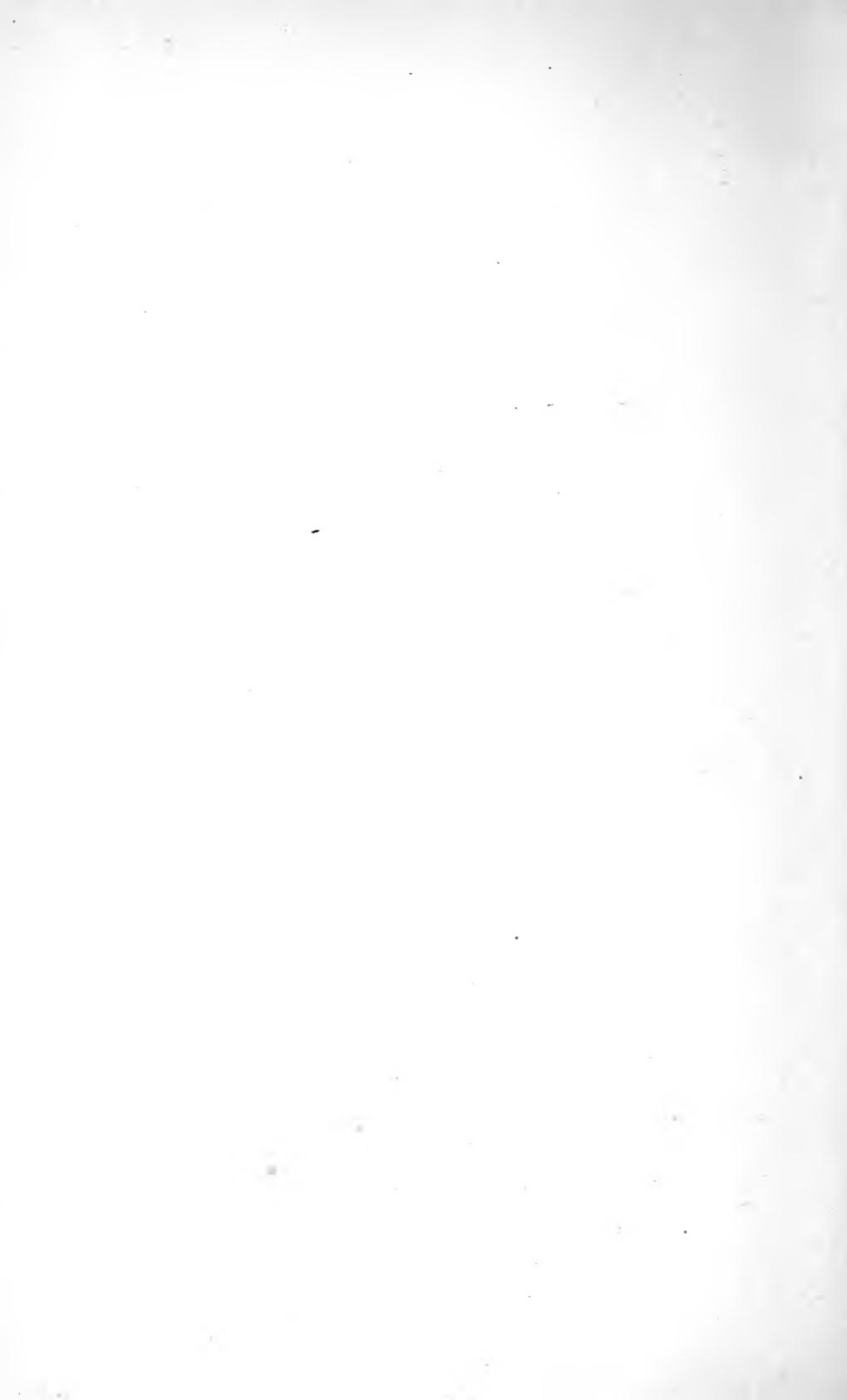
Punctuation: Why are there no commas at all in the closing sentence of Letter 80? Give your reasons for the comma used in the first sentence of Letter 81. Why is "high-grade" hyphenated? Why is the word "Wanamaker" quoted? Why is "however" set off by commas in Letter 83 and not "too"? Why is there no comma after the adverbial clause "As soon as we hear from you" in the next to the last paragraph of Letter 83? Give a reason for the use of the dash in the first paragraph of Letter 84. Is there a restrictive clause in the second sentence of Letter 85? Why should this not be set off by commas? What is the meaning of the hyphen in pages "95-96"? What other mark might be used in this case? If a page were left out and we wanted to indicate all the other pages from 95 to 99, how could we do it? Why is the word "scraps" quoted?

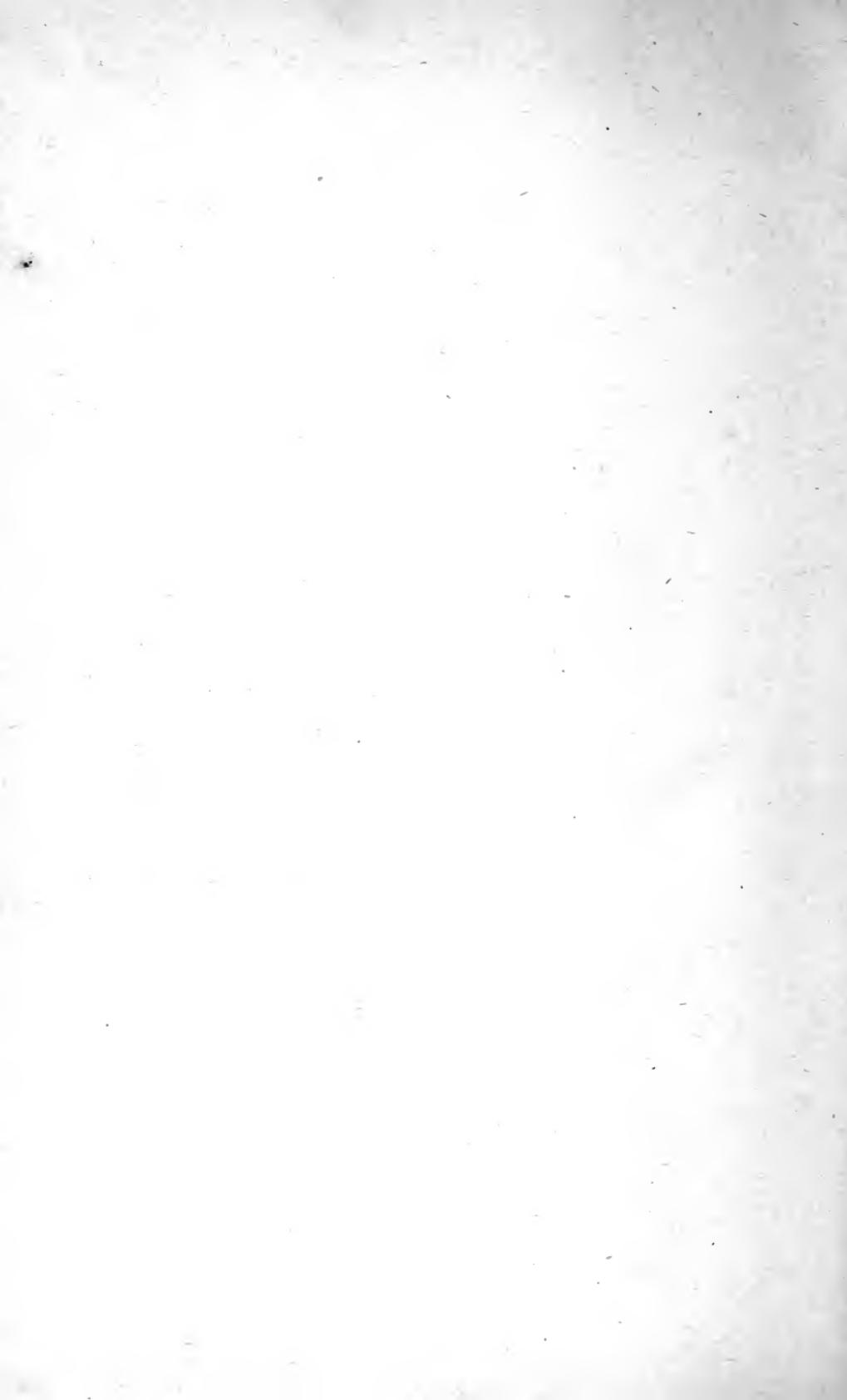
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